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ABSTRACT

This handbook is designed to assist teachers in helping junior high school special education students develop the skills needed to manage their behavior and build the socialization skills necessary for mainstreaming and a return to general education classes. Activities are presented in the theme areas of self-esteem and respect, communication and personal relationships, self-control, and effective behavior. Each activity description includes information on appropriate grade levels, an annual goal (e.g., students will understand that positive self-esteem and self-respect will enhance their lives), vocabulary, materials, procedure, evaluation, extension activities, and activity adaptations. A brief bibliography is included. (CB)

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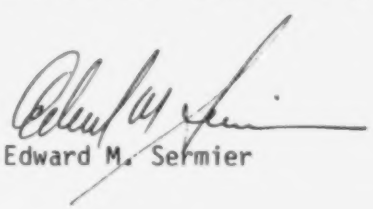
FOREWORD

The ability to cope with frustration and to interact with both peers and adults on an age appropriate level is critical to learning. Special education students often need assistance in learning how to manage and monitor their own behavior.

This Socialization Activities Handbook for Students in Special Education (Intermediate Level) is designed to assist teachers in helping students develop the skills needed to manage their behavior and in building the necessary socialization skills for student mainstreaming.



Edward M. Sermier

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INTRODUCTION

Socialization is perhaps one of the most important factors in classroom learning. Without effective socialization skills, students, particularly those in special education, experience difficulty in both classroom learning and emotional growth.

This Handbook provides activities to assist students in developing necessary socialization skills. It is designed to assist teachers in the special education classroom in getting their students ready for mainstreaming and a return to general education classrooms.

Each activity can be used as a separate lesson and should be modified to meet specific classroom needs. Each theme should be read carefully and completely by the teacher before the decision to use specific activities is made.

THEME I: SELF ESTEEM AND RESPECT

SELF ESTEEM AND RESPECT
INTRODUCTION

Students who are in special education classes often need assistance in social development. The need for socialization skills is identified in a majority of special education students and appears to hinder emotional, intellectual and educational development. Developing a stronger concept of self-esteem will enable special education students to enhance their self respect.

This theme is composed of several activities which will help students think about themselves and their future. Many modalities of learning are included in the activities. Students in these activities are constantly reminded that they are valuable individuals with hopes and ambitions which can be realized in the future.

The following activities are designed to enable teachers to discuss and develop an awareness in students which will lead to a more mature social and emotional development.

Activities can also be infused in the content areas. Instructions may be adapted to meet the needs of sixth graders who have not been exposed to socialization activities. Teachers should stress the importance of mastering socialization skills in relationship to the students occupational opportunities and career development.

Care should be taken when listing positive and negative traits of other students. The use of small groups with assistant teacher/paraprofessional assistance should be used when necessary.

A bibliography of audio-visual material is supplied to enhance instruction.

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THEME I: SELF ESTEEM AND RESPECT (Grade 6)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objectives

. Students will describe their attributes.

. Students will demonstrate that they are individuals with their own special abilities and talents.

Motivation

Ask students to describe themselves in three words.

Problem: Who am I?

Vocabulary: identity, self esteem, difference, personality, unique individuals, special

Materials: rexographed copies of poem "I'm Glad I'm Me"

Procedure:

. A copy of the poem should be written on a large sheet of paper and/or distributed on a rexographed sheet

I'm Glad I'm Me - Author Unknown

No one looks the way I do,
I have noticed that it's true,
No one walks the way I walk,
No one talks the way I talk,
No plays the way I play,
No one says the things I say.
I am special. I am me!
There is no other one I
Than ME.

. Teacher or a student should read the poem to the class.

. Have students discuss the meanings of the vocabulary words within the poem.

. For example:

identity - I am me!
self esteem - There is no one I'd rather be than ME.
difference - No one looks the way I do.
personality - I am special.
unique - Any line within the poem starting with "no one."

Evaluation: Have the class write compositions entitled, "The Best Thing About Me." (Teacher will help those unable to think of subject matter by putting key words on the board.)

Extenders:

- Draw self portraits. Have students form three groups to compare similarities and differences.
- Draw self portraits. Then choose a partner and have partners draw portraits of each other. Compare similarities and differences.
- Have class select and cut out pictures of famous people from magazines with qualities similar to themselves and discuss reasons for this selection (group discussion).

Adaptations: Teacher may have to assist some students in identifying their positive attributes.

For students with academic needs:

Students may need to have poem "I'm Glad I'm Me" read to them. Students may need vocabulary definitions explained by use of pictures depicting more concrete feelings. For example:

Personality - Show pictures of people who show different traits.
Difference - Show pictures depicting very different people (i.e., difference in height, color, ethnic origin).

Have students make a collage using pictures from magazines which depict things they like such as foods, hobbies they enjoy, clothes they like, etc. Students can label pictures with words.

Some students may not be able to comprehend the vocabulary of the poem. Words should be explained through role playing and concrete depiction of words by using pictures and class participation.

For students with physical needs:

Students may need adapted writing instruments or may need to dictate their compositions on tape recorders or to the teacher.

For students with social/emotional needs:

Students should be placed in small class groups when making the picture collage, and each group can present and explain their collage. Students should be praised for group work.

THEME I: SELF ESTEEM AND RESPECT (Grades 6)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objectives

. Students will recognize the differences between wants and needs.

. Students will recognize the similarities between wants and needs.

Motivation

Teacher will state "I need water to live, but I want soda. What is the difference between wants and needs?"

Problem: What do you need to survive in life?

Vocabulary: needs, wants, soul, mind, body, recognize

Materials: list of twenty items (combination of needs and wants), large outline of human body, worksheet

Procedure:

. Teacher will elicit definitions of key words (wants, needs).

. Distribute worksheet. Students will circle all "needs" items on the list, and cross out all "want" items. Students and teacher will discuss differences between needs (things you must have) and wants (things you would like to have).

. Students will then place the needs on the rexographed sheet detailing the human body. Body needs will be placed on the body, intellectual needs will be placed on the head, and emotional needs will be placed on the heart. All wants will be placed on the question mark.

Evaluation: Can you identify the three categories of needs?

Extender: Your plane crashes on a deserted island. Write a composition telling what you will need in order to survive.

Your plane crashes on a deserted island. We all have things that we want. Write a composition including all the things you would want to have to make your stay pleasant.

Create a scrap book containing pictures of thing you would want to have on a deserted island.

Adaptations: Identification of vocabulary listed on the worksheet for students with limited word recognition.

For students with academic needs:

Present the question "What do you need to survive?" Show pictures of various things. Students should tack pictures of needs on one chart. Students may not understand the distinction between physical, emotional and intellectual, so lesson should be kept to difference between needs for survival and things the students want. Have students role play life without a certain need (no shelter) and life without a want (gold chain). Elicit from students a list of things they must have in order to survive.

Students with physical needs:

Disabled students will have different, more specialized needs. Teacher should elicit their needs for mobility and/or other health needs.

Visually impaired students should be presented with objects that can be used as cues for their needs/wants list. For example, let them explore a model of a house, food, gold chains, a record, a glass of water. Needs and wants should be placed in separate boxes.

Hearing impaired students should be presented with the manual sign for needs and wants for further understanding.

Students with social/emotional needs:

When making chart of needs and wants, students should take turns tacking up pictures. Students should be placed in small groups with paraprofessional as group leader.

Name: _____

Worksheet

Needs and Wants

DIRECTIONS: Put a circle around all words which represent a need. Cross out all words which represent a want.

love

water

car

computer

shelter

Jordache Jeans

good health

gold chains

soda

respect

Reebok sneakers

someone to care for you

$75,000 house

bath

friends

oxygen

candy

learning

meat

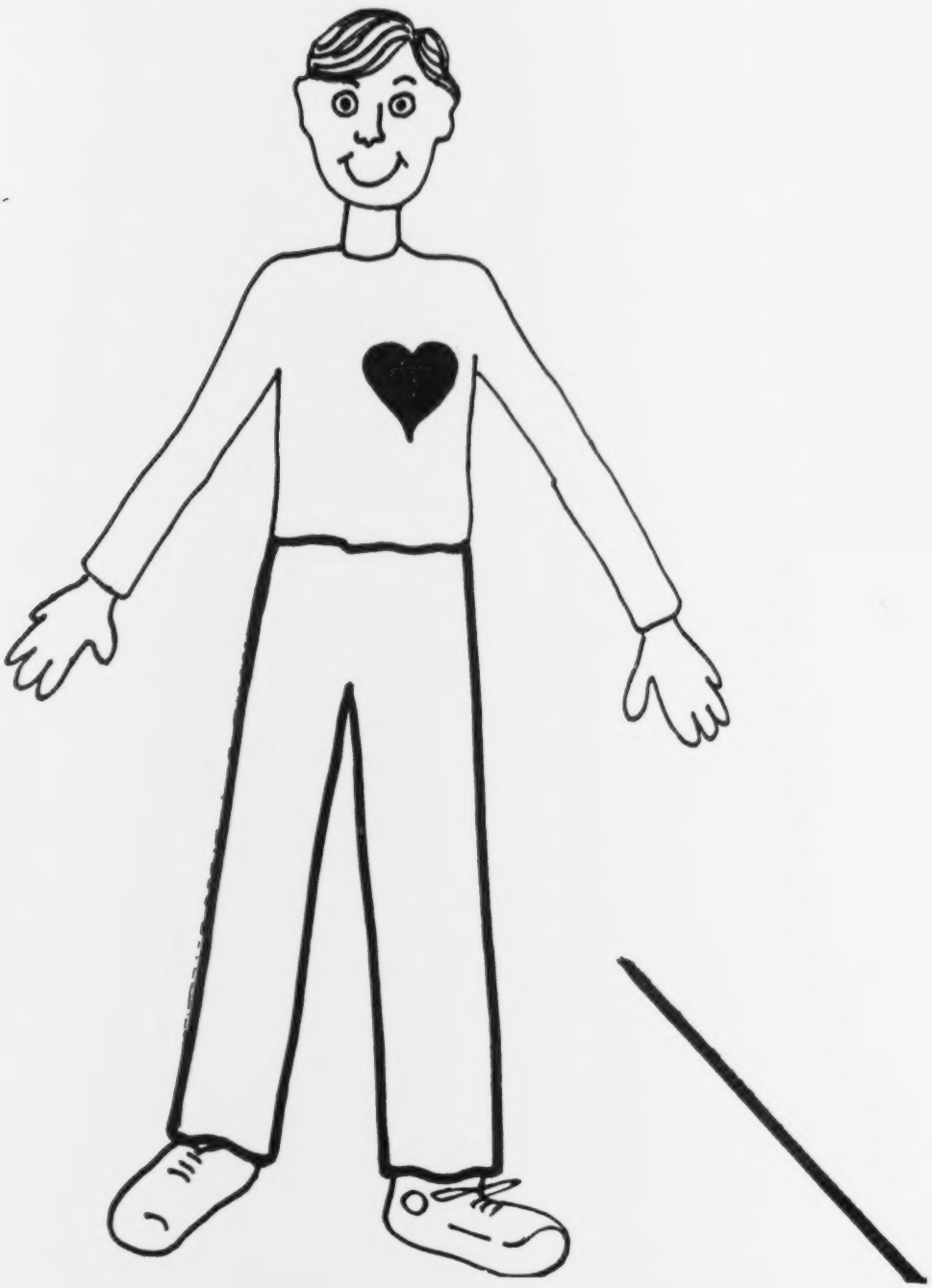
pencil

laws

Name: _____

Worksheet

Outline of Human Body



THEME I: SELF ESTEEM AND RESPECT (Grade 6)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objective

Students will project themselves into their future and see themselves in the year 2000.

Motivation

Teacher asks, "If you lived on Mars, what would it be like?"

Problem: What will I be doing in the year 2000?

Vocabulary: project, future, goals, responsibility, confuse

Materials: crayons, markers, drawing paper, worksheet

Procedure:

- Write the following sentence on the chalkboard: "What will I be doing in the year 2000?
- After reading the sentence on the chalkboard, teacher will elicit from students possible theories about the central theme.
- Students will be asked to write one or two paragraphs developing the theme.
- Teacher will list some vocabulary words on the chalkboard that may be needed by students to complete their story. Example: list the following vocabulary words: future, goals, profession, married, single, travel, responsibility, confused, frightening, respect, science.
- Students will write a paragraph and then divide into 3 groups in order to discuss the compositions. Students will find similarities in goals and differences in needs and wants. Students will choose a captain for each group. The captain will report to the class.

Evaluation:

- What will you be doing in the year 2000?
- Will you be doing something that is developing your goal in the year 2000?

Extender:

- Draw a scene illustrating what you will be doing in your world in the year 2000.
- Students will create a model environment representing the year 2000 (paper maché, clay and etc.).

Adaptations: Teacher may have to explain the concept of "future" to students having difficulty with time relationships.

For students with academic needs:

Present the concept of "the future" by asking students "What do you want to be doing when you are 35 years old?" Show pictures of people working on a variety of jobs and ask students where they see themselves. Show pictures of the "future" (such as pictures from the World's Fair) which show futuristic travel and living. Students may not be able to write compositions, so responses can be elicited verbally or by making a class chart of pictures and labels of students ideas. Students can also role play an environment representing the year 2000.

Language should be simplified to labeling pictures, or writing short descriptive sentences. Hearing impaired students need to use some manual signing and role playing.

For students with physical needs:

Visually impaired students would benefit from a project in which students create a paper maché environment of the year 2000. Responses can be recorded on tape recorder and class can listen to and discuss responses.

For students with social/emotional needs:

Students should be kept on task by presenting questions in clear, concise way, using pictures as cues. When role playing, lesson should be kept structured with all students sitting in a circle, facing the student performing.

Name: _____

Worksheet

GOALS	NEEDS	WANTS

THEME I: SELF ESTEEM AND RESPECT (Grade 7)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objectives

. Students will identify and define key vocabulary words.

. Students will discuss how a self-image is formed.

Motivation

Ask students to describe in one sentence what they see when they look into a mirror.

Problem: What is self-image?

Vocabulary: self-image, attributes, positive, negative, qualities, mature

Materials: story about John

Procedure: . Have rexographed copies made of the story "All About John."

All About John

John woke up at 6:30 a.m. He brushed his teeth and took a shower. Then he made his bed. When he came out of his room he saw his little brother. His brother had his shoes on the wrong feet. John helped him put his shoes on correctly.

John left his house on time, dumped the the garbage into the proper can and walked off to school. So far, the day had gotten off to a good start.

. Have the class read the story aloud.

. Ask students the following questions:

What makes John special?
What are his positive qualities?
Does he have any negative qualities?
Is he mature? What do we mean by mature?

. Have the class show positive behavior by acting out specific situations.

Helping an old person cross the street.
Reading a sign for a person with poor vision.
Going shopping for a sick neighbor.

. Elicit additional suggestions from the class.

. The teacher acts out some negative behavior; "cracking" on another person, refusing to take coat and hat off, getting out of seat, leaving room without permission, etc.

. The teacher will ask students, "Which behavior is not acceptable in the classroom?" Why?

Evaluation: Have students list ten positive personal attributes. Also list ten negative attributes. (Teacher may limit the number of attributes according to levels of their students).

Extender: Teacher will pair students. Each student will write 10 positive attributes about his/her partner and five negative attributes.

Ask students how they can change their negative attributes to positive attributes.

Adaptations: Teacher should assign a paraprofessional to assist students, with fine motor coordination tasks, where needed. A tape recorder may also be used to record answers, allowing students to express their ideas until the teacher can assist those students transpose their work.

For students with academic needs:

If students cannot read the story aloud, then story should be read to them. Oral reading should be accompanied by pictures depicting story in sequence such as:

1. picture of a boy waking up
2. picture of a toothbrush and toothpaste
3. picture on flannelboard of a boy with shoes on wrong feet.
4. picture of a garbage pail

For students with physical needs:

Students with hearing needs must have story read by using sign language and pictures. Role playing parts should be assigned by designating specific roles and charting appropriate behaviors in the classroom.

For students with social/emotional needs:

Students with management needs should have specific classroom rules and should be taught the relationship between acceptable classroom behavior and self-esteem.

The "YES" chart shows words or pictures of behaviors acceptable in the classroom such as sitting quietly, doing classwork, helping classmates. The "NO" chart shows pictures or words that are not acceptable in classroom, such as hitting others, getting out of seat, etc.

For students with physical needs:

Students with hearing needs must have story read by using sign language and pictures. Role playing parts should be assigned by designating specific roles and charting appropriate behaviors in the classroom.

For students with social/emotional needs:

Students with management needs should have specific classroom rules and should be taught the relationship between acceptable classroom behavior and self-esteem.

THEME I: SELF ESTEEM AND RESPECT (Grade 7)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objectives

. Students will infer that change is not always easy.

. Students will conclude that change is risk taking.

Motivation

Ask students if they have had many changes in their lives (moved, new school, hospitalization, etc.).

Problem: How can I adjust to changes in my life?

Vocabulary: adjust, confusion, fear, uncertainty, risk

Materials: rexographed sheet

Procedure:

. Teacher will distribute and instruct students to complete worksheet.

. After time has elapsed collect the sheets. Be sure no names are on them.

. Distribute sheets to other students and have them discuss the answers.

. Make a list of possible changes which might make you tense or upset. How can you cope with them? (Teacher will help those who difficulty writing.)

Evaluation: Give definitions for the following words: confused, fearful, uncertain, adjustment, changeable, risk.

Extender:

. The word "change" has more than one meaning.

. What does it mean when:

You give change.
You change a tire.
The environment changes.
Seasons change.
Change takes place with someone else.
Change your mind.
Change clothes.

Students will write one or two paragraphs telling about things they have had to change and how it made them feel.

Adaptation: Teacher may have to use other examples of homographs (e.g., I played my record on the stereo, I have a good health record).

For students with academic needs:

The concept of change should be presented more concretely. Students should be presented with pictures that depict situations of change. For example: picture of family moving, picture of a child growing up (body changes), picture of a child changing schools.

Ask students to tell you how they would feel in each situation. Have students role play each situation. Make a list on chalkboard of words with pictures that illustrate feelings in each situation.

Have students find pictures in magazines that depict change and make a chart entitled "CHANGE". Ask students to tell you about changes they have experienced in their own lives.

For students with physical needs:

Students with visual needs may benefit from listening to "Talking Book" records that tell stories about change. Students can be placed in small groups and each group can tape on a recorder their own experiences regarding change.

For students with social/emotional needs:

Students should be placed in smaller roups for discussions on "Change." Each group should make their own poster of change. Students' attention should be kept on track by using audio/visual aids, such as picture slides, overhead projector and tape recorders. Students should be praised for contributions to the lesson.

Name: _____

Worksheet

Change

1. The thought of changing schools makes me feel _____.
2. If I had to move away from my neighborhood I would _____.
3. I see changes in my body and I _____.
4. I have noticed a difference in the way my friends act and I think the change is _____because_____.
5. When something happens in my life that I cannot change I feel _____ _____.

THEME I: SELF ESTEEM AND RESPECT (Grade 7)

ANNUAL GOAL: Students will realize how heredity and environment affect personal growth and development.

Short Term Instructional Objectives

- Students will explain how their heredity plays an important part in their development as a whole person.
- Students will describe and illustrate the role environment plays in their growth and development.

Motivation

Ask students, "What influences the kind of person you are?"

Problem: How is my self esteem influenced by my heredity and environment?

Vocabulary: heredity, environment, development, traits, influence, customs, intelligence

Materials: construction paper, scissors, crayons

Procedure:

- Teacher will elicit definitions of the key words (heredity and environment) and write definitions on the chalkboard.
- The class will be divided into two groups (A & B). Group A will cut out leaves from construction paper and place words on the leaves, referring to traits they inherit from parents (eye color, blood type.) These leaves will be placed on a "Heredity Tree" (made from brown construction paper). Group B will cut out a sun, with sunrays and raindrops from construction paper. These will be placed on an "Environmental Tree." They will place good positive environmental influences on the rays, and negative environmental influences on the raindrops. Teacher will have to elicit examples of positive and negative environmental influences from students. Members of each group will come to the chalkboard and place the leaves, rays and raindrops appropriately on the "Heredity Tree" and "Environment Tree" display. The teacher will make any necessary corrections.

Evaluation: What two important factors influence your self esteem and respect?

Extender:

- Students will use the ideas and materials to form a permanent bulletin board display.
- Students will complete an individual "Heredity Tree" and an "Environmental Tree."

. Teacher should supply rexographed sheet of leaves for students with fine motor coordination.

Adaptations: For students with academic needs:

This activity can be made more concrete by asking students to bring in pictures of mother, father, siblings, grandmother, grandfather (etc). Chart should be made using sample photo to demonstrate the concept.

Grandmother	Grandfather	grandmother	grandfather

Mother	Father

Brother	Yourself	Sister
1)		1)
2)		2)

Students should look at pictures and compare them. Class discussion should include how hereditary has made a difference in their own lives. A similiar lesson can be done using pictures of the students' environment.

For students with physical needs:

Visually impaired students should make a paper mache tree and actually place the representative leaves on trees. Charts should be placed low on wall or on floor so that students in wheelchairs can participate.

For students with social/emotional needs:

In order to increase attention in this activity, a multi-sensory approach should be utilized. Construct a diarama of the students' house or apartment with a shoebox, depicting rooms in the house and placing photos of family members in the house or apartment.

THEME I: SELF ESTEEM AND RESPECT (Grades 8-9)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objectives

. Students will list all steps in the development of self-image.

. Students will verbalize that self-esteem can be improved.

Motivation

Ask students to identify one positive attribute about themselves.

Problem: How is your self-image formed?

Vocabulary: choice, experience, success, failure, achieve, virtue, positive

Materials: short biographies (i.e., Dave Winfield, Diana Ross, Mayor Edward Koch), crayons, markers

Procedure: . Read the following three vignettes about famous people. List names on chalkboard.

I displayed good athletic abilities. I played many sports well. I was a star Little Leaguer. Because of my size and strength, I decided to pursue a career in professional athletics. WHO AM I?

I was a child who had talent and a gift for music and entertainment. Because of this talent, I was able to overcome the disadvantage of poverty and establish a career in music and entertainment. WHO AM I?

My parents were immigrants who instilled in me the virtues of hard work, study, the love of people and good books. I served in the Armed Forces and later chose to pursue a career in law and politics. WHO AM I?

. Teacher will direct discussion with the following steps elicited from students.

Your self-image begins to form when you are a child.
You learn by making choices based on your experiences.
Success leads to a positive self-image.
Failure may hurt your self-image.
You can <u>always</u> improve your self-image.

Evaluation:

- When did your self-image start to develop?
- What experiences did you have as children?
- What qualities would you need to have a positive self-image?
- Do you think the people we have just identified have a positive self-image? Why?
- What qualities do you need to make your choices?
- Why do the people that we just read about and discussed have positive self-images?

Extender:

Have the class write a composition entitled, "I Am Me." Include in this composition the positive experiences that make you who you are and tell how you feel about yourself.

Have the class write vignettes about themselves (teacher may help students organize their thoughts). Teacher will write several students' names on the board. Have students match the students name to their biography.

Present several vignettes describing school personnel on a tape recorder. Have students match the name of the person to the vignette

Adaptations:

Students having difficulty with auditory short term memory should have a rexo copy of the vignettes.

<u>For students with academic needs</u>:

Use concrete materials to enhance the oral reading vignettes:

Vignette #1: Show pictures of baseball game, pictures of baseball players.

Vignette #2: Show a record album, pictures of singers performing.

Vignette #3: Show pictures of a voting booth, of N.Y.C etc.

If students cannot guess the famous person, present them with three pictures: Dave Winfield, Diana Ross, Mayor Koch. Ask students to match the picture to the vignette that describes the person.

The development of self-esteem should be listed after discussion with class by utilizing charts and pictures.

For students with academic needs:

The concept of self-esteem needs to be presented in concrete, clear language. Students should list the things that made Dave Winfield, Diana Ross and Mayor Koch develop a positive self-image.

Dave Winfield	Diana Ross	Mayor Koch
good athlete	talented	read books
strong, big	worked hard	worked hard
hard worker		studied

Students should role play these characters exhibiting these qualities and role play positive qualities about themselves.

For students with physical needs:

Some students cannot express themselves through compositions. These students can make charts or tape their qualities which add to a positive self-esteem.

For students with social/emotional needs:

Students should be seated closely around pictures to keep attention focused on activity. Give positive praise to students who volunteer to participate in vignettes. Keep lesson moving quickly, with a multi-sensory approach. Have students look at pictures, participate in role-play, listen to music of Diana Ross, participate in chart making activity.

THEME I: SELF ESTEEM AND RESPECT (Grades 8-9)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objectives

. Students will understand the importance of "human dignity" as a part of self esteem and respect.

. Students will state the components of dignity.

Motivation

Ask students to think of someone they really admire.

Problem: What does it mean to live one's life with dignity?

Vocabulary: dignity, heritage, worth, accomplishment, background, component

Material: poem, experience chart paper, marker

Procedure:

. Teacher poses the problem and records the students responses on a chart.

. Discuss the definitions of the stated vocabulary. These are the "Building Blocks" of self esteem.

. Distribute worksheet, "The Components of Dignity." Have students complete the worksheet and discuss their findings.

. Have a student read the following poem to the class.

I Am Somebody

"I am" . . . . . "I am"
"Somebody"
"Somebody"
"Respect me"
"Respect me"
"Protect me"
"Protect me"
"I am . . ."
"I am . . ."
"Somebody"
"Somebody"
"I can be"
"I can be"
"Whatever I want to be"
"Somebody, somebody"
"If I an conceive it"
"If I can conceive it"
"I can achieve it"

"Up with hope"
"Down with dope"
"I am . . .
"Somebody" "Somebody."

Evaluation: . Ask students, "How does the poem make you feel? Are the components of dignity in that poem?

Extender: Write the components of dignity from the poem.

Write a composition describing someone you know who has the components of dignity.

Adaptations: For students with academic needs:

Teacher might read poem to the class. Record students' feelings about poem on the chalkboard using words and pictures. Teach the "building blocks" of self-esteem in a more concrete way, such as actually depicting the words on a staircase accompanied by a picture cue.

Students can bring in a picture, from home or the library, of a person who has positive self-esteem and exhibits the importance of human dignity. Students can describe the person and make a chart of the person's qualities.

For students with social needs:

Students need to learn that a person's disability does not mean that their self-esteem must be negative. Class should describe disabled persons who have shown qualities of self-esteem: eg. Roy Campanella, Jacob Javits, Helen Keller, Franklin Delano Roosevelt, Teddy Pendergrass, Emanuel Lewis, etc.

For students with physical needs:

Students may need to record responses on tape recorders or may need adaptive writing instruments.

Michael Kramer, "Jesse Jackson's New Math," New York Magazine, Oct 24, 1983.

Name: _____

Worksheet

Components of Dignity

DIRECTIONS: If the following items are the components of dignity, write "T" if not, write "F."

1. I like who I am. ☐
2. I hate my house. ☐
3. I try to help keep my house looking neat and clean. ☐
4. I hand in sloppy work to my teacher. ☐
5. I whine when I want money from my mother. ☐
6. I enjoy earning my own money. ☐
7. I keep my clothes neat and clean. ☐
8. I make fun of kids who can't play basketball. ☐
9. When I fail a test I say, "I don't care. It doesn't matter." ☐
10. It gives me a good feeling to help another person. ☐
11. I try to realize that when I've made a mistake I can do better next time. ☐
12. When I am chosen for an award in school, I receive it with pride. ☐
13. Telling the truth doesn't always work for me. ☐
14. I make fun of kids whose clothes aren't as nice as mine. ☐
15. When I volunteer for an extra curricular activity I show up every time. ☐

THEME I: SELF ESTEEM AND RESPECT (Grades 8-9)

ANNUAL GOAL: Students will understand that positive self-esteem and self-respect will enhance their lives.

Short Term Instructional Objectives

. Students will express their feelings about people's values.

. Students will discover where values come from.

Motivation

Have students list the three things most important to them.

Problem: What are some of the things that are important to me?

Vocabulary: values, importance, practical, precious, worth, decisions, define

Materials: worksheet

Procedure:

. Students are to work independently (using the worksheet) citing ten important things they do during the course of the day.

. Teacher will supply list of words expressing values. (Provide examples).

. Teacher asks, "Where do you think values come from?"

. Students will hypothesize where their values come from.

. Divide class into small groups in order to evaluate the values.

. Have students list their findings.

. Encourage class to discuss findings.

. Teacher will help the students group their values as practical, precious or worthy.

Evaluation: "If you had a genie who would grant you one wish, what would it be? Why?"

Extenders:

. Students will create a bulletin board illustrating "Where Values Come From."

. Compare your values with others in the class.

Adaptations: Teacher may have to reduce the number of items to be listed to meet the needs of the hyperactive student.

For students with academic needs:

Students who have trouble listing important things they do during day should be presented with pictures of typical activities of daily living. Students should choose pictures of things they consider to be important. Teacher should help students group pictures of their values as practical (i.e. things that they need to do) and precious (i.e. things that are special and important).

Practical	Precious
brushing teeth	not telling lies
doing homework	obeying rules
	good manners

Students should describe a person they know (a parent, a friend, a classmate, a teacher) and name their values.

e.g., "My friend plays with me, keeps me company, helps me with my homework, never lies to me".

For students with physical needs:

Visually impaired students should be presented with actual objects that might depict important things they do in daily life. Their responses can be recorded on a tape recorder and the objects they choose should be placed separately on a tray. These students may need to use puppets, dolls or large pictures of people as a cue to help them describe values of a person.

Physically disabled persons may wish to include people who help them with physical needs such as physical or occupational therapist.

For students with social/emotional needs:

These students should be placed in small groups and may need to choose one person for the group to describe. Activity should be kept structured in a positive manner and students should be kept on target with topic.

Name: _____

Worksheet

Things That Are Important To Me

1. Brushing my teeth.
2. Dressing neatly.
3. Taking a shower every day.
4. Combing my hair.
5. Helping my family around the house.
6. Staying physically fit.
7. Using good manners.
8. Coming to school on time.
9. Doing my homework.
10. Obeying the rules.

Other Important Things I Do During the Day

1.
2.
3.
4.
5.

THEME I: SELF ESTEEM AND RESPECT (Grades 8-9)

ANNUAL GOAL: Students will understand that positive self esteem and self respect will enhance their lives.

Short Term Instructional Objectives

- Students will describe their feelings when someone else has been hurt.
- Students will become aware of the importance of positive action during a crisis.

Motivation

Teacher will show a newspaper clipping depicting a car accident. Ask, "How do you feel when you see a picture like this?"

Problem: How do I feel when a friend or a member of my family gets hurt?

Vocabulary: responsible, sympathy, empathy, reverse, position, compassion, injured, misfortunes, crisis

Materials: pictures from newspapers and magazines of people who have been injured in a fall, accident, etc.

Procedure:

- Ask, "What do most people do when a friend or a member of the family gets hurt?"
- "What would you do?"
- "Did you ever get hurt when a crowd was around you? What did you do? How did you feel?"
- "Were friends or family with you? What did they do?"
- Teacher pretends to slip on a banana. Discuss old movies when the comedian slips on a banana peel and everyone laughs. Why do people laugh at others' misfortunes?
- Elicit from students that feelings of nervousness from those watching the accident and relief that it is not themselves are normal feeling. However, what could you do in a situation, where someone is hurt, that would give comfort to them and make you feel good about yourself?
- Ask students to relate an experience when they were alone and scared.
- Ask, "What makes you feel good or bad when you are hurt?"
- Ask, "When you are hurt or when you are alone, what makes you feel better?"

. Elicit from students the words sympathy and compassion.

. Give students time to prepare skits. Divide the class in half. Half are actors and the other half is a panel who will note and discuss the responses of the actors in a given situation where someone gets hurt.

Evaluation: Is someone's misfortune still funny? Why or why not?

Extender: Talk about safety in the neighborhood. Would you help a stranger in trouble? What if the person in trouble was a friend? What if the person in trouble was your mother. How would you feel about her not being helped?

Students will list organizations with phone numbers indicating who to contact when they are in trouble. Students who are unfamiliar with these organizations will have to locate this information from resource materials (telephone directory).

Adaptations: Teacher should develop a rexographed sheet for some students who need assistance with organizational skills, to use with the extender.

For students with academic needs:

Present students with pictures from newspaper showing a person who has been hurt. Ask three students to role play a situation where a student has fallen in the gym and is hurt. Ask other students what they see happening. Make a chart of pictures and key words.

Helping	Talking to person
First Aid	Getting a pillow
Feeling Bad	Helping the teacher help the child.

How do we act when someone is hurt? Show pictures of faces depicting crying, laughter, serious face, sleeping. Ask students to choose pictures that show how we act when someone is hurt.

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS

COMMUNICATION AND PERSONAL RELATIONSHIPS

INTRODUCTION

Students in special education often exhibit difficulty with communication skills. Sometimes forming relationships is difficult. Adequate communication skills will allow special education students to develop greater self-esteem. They will be able to communicate their needs and desires in a socially acceptable manner. This ability to communicate will help these students function independently in life. Whether the end result is a job, vocational training or college, special education students cannot "make it" in the "real world" without the ability to communicate and form personal relationships.

This theme begins by discussing several aspects of adequate communication. These aspects are infused into many of the lessons, and reinforced through varied activities. The students will use many different modes of learning to master these skills. Once the pattern of adequate communication is established, the principles will be reviewed and applied to personal, relationships ranging from friendship to citizenship. The student is asked to repeat the qualities of adequate communication and practice the skills needed to establish and fulfill meaningful relationships.

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grade 6)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

- Student will describe communication as the exchange of information, ideas and feelings.
- Students will identify ideas represented by specific body language.

Motivation

Teacher will display large individual picture cards cut out from magazines. Teacher will ask, "Who can tell me a story about one picture?"

Problem: What is communication?

Vocabulary: communication, exchange, ideas, feelings, information, body language

Materials: 10 large individual picture cards, worksheet

Procedure:

- Teacher will show picture cards to students.
- Teacher will ask, "What is happening in each picture?"
- Have students record their answers on paper.
- Teacher will show each picture card individually. Students will read their answers. Answers should be discussed.
- Students will describe each picture on the worksheet.
- Teacher will assist those who have difficulty writing.
- During the discussion, the teacher will list the following words on the chalkboard:

  these people are: talking (using words and gestures)
  reading (using symbols)
  touching

- The teacher will then ask the class, "Why do people engage in these activities?" Try to elicit from the students that people talk, touch and read in order to exchange information ideas and feelings. This is communication.

Evaluation: Why do people talk, read or touch?

Extender: Place an "X" on each of the following activities that does not show a form of communication.

sleeping	reading
listening to others	kissing
running	eating
fighting	pouting
smiling	driving
using a personalized radio	yelling

Have students cut out pictures of people who are communicating and write their own dialogue for each picture.

Adaptation: Teacher should be aware of those students who are not highly motivated and use popular characters to promote communication skills (example: superman using a telephone). Other living things should be included in these pictures.

For students with academic needs:

Students should be presented with pictures and should role play the action which illustrates various forms of communication. Students should label each picture with key word such as, kissing, hugging, touching, etc. Students should pick a picture card out of bag and role play picture. Class should state whether people are communicating. Students should find pictures in magazines illustrating persons communicating. Students should make a chart and label pictures.

For students with physical needs:

Hearing impaired students should observe pictures and use manual sign to describe action while role playing. Visually impaired students may not benefit from pictures unless they are large. The students should role play hand shaking, hugging, listening to others.

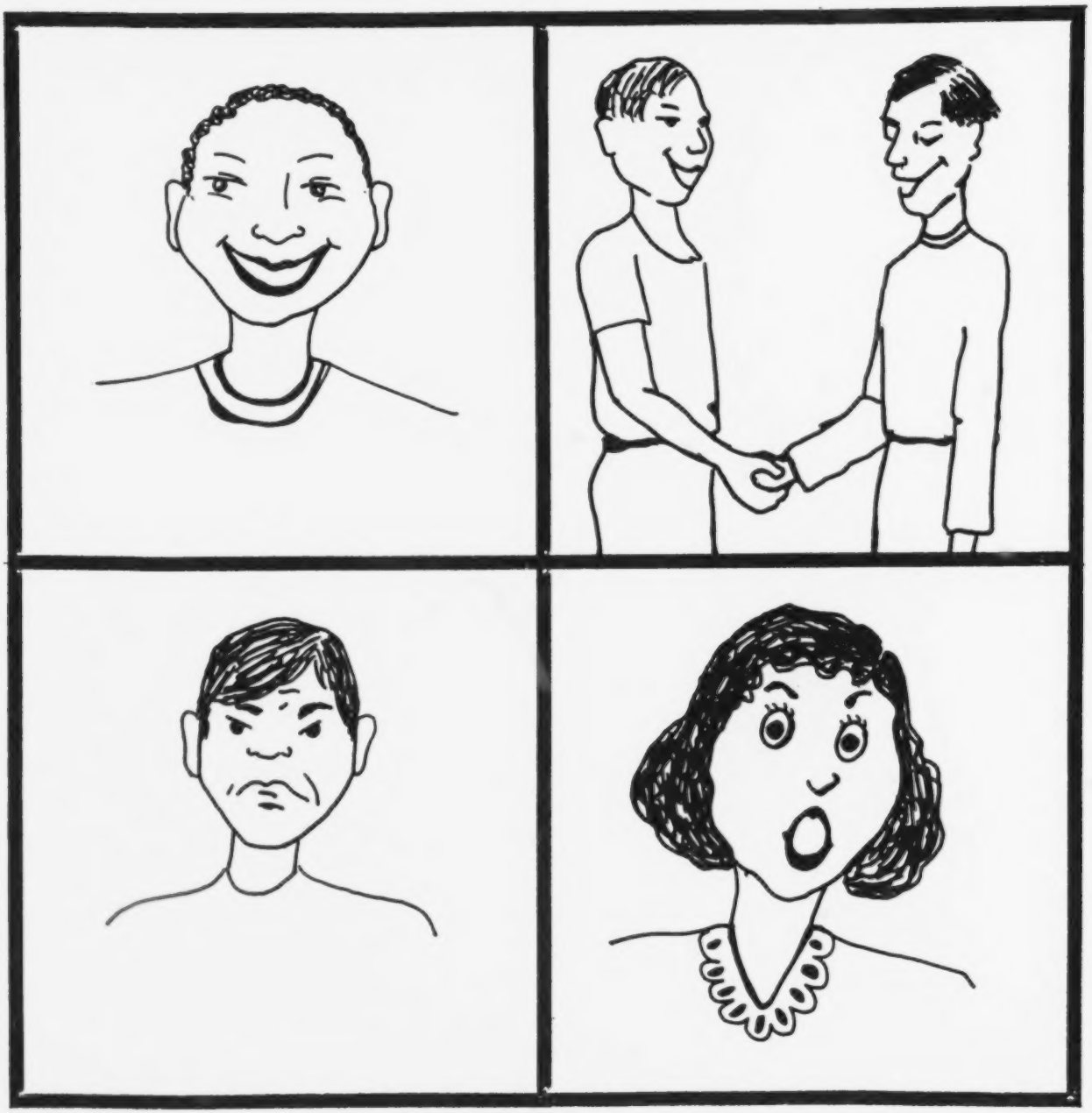
For students with social/emotional needs:

Students should be encouraged to take turns during role playing sequences. Activity should be kept moving and multi-sensory (use picture, filmstrips, physical role playing, listening).

Name: _____

Worksheet

DIRECTIONS: Describe each picture.



THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grade 6)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

. Students will describe what it means to be a friend.

. Students will explain why friends are needed.

Motivation

Ask students to think of a good friend. Ask, "Why do you like to be with that friend?"

Problem: What is a friend?

Vocabulary: trust, family, faults, comfort

Materials: pictures of people involved with each other in different activities (one person patting another on the back, two people talking, one student talking to a teacher, boy and girl walking and holding hands, friends playing and laughing), worksheet entitled "A Friend", magazines, construction paper, scissors

Procedure: . Teacher asks the class, "Why do people need other people?" The teacher will begin the discussion by showing the class pictures to help students formulate their answers. The following answers should be elicited from students:

We need others to comfort us.
We need others to share things with.
We need others to understand us.

. The teacher will ask students, "Who gives you comfort, understanding and shares things with you?" The answer "Family and Friends" should be elicited from students.

. The teacher will distribute worksheet, entitled "A Friend." Students will answer the questions (with teacher assistance) and discuss the answers. The teacher will list the qualities of a friend on the chalkboard.

A Friend Is Someone

I trust
Who trusts me
I share things with
Who likes me for who I am
I can communicate with
Who will be honest with me.

Evaluation: Think of one of your friends. Why are you and that person good friends?

Extender: Students cut out pictures of people (from magazines) who seem to be friends. Place each picture on construction paper. Below the picture have students write why these people are friends. (Teacher will help those who have difficulty writing.)

Adaptation: Teacher may have to assume the role model for the concept of friends for students who have difficulty identifying someone as a friend.

For students with academic needs:

Show students pictures of people depicting qualities of friendship. Have students role play situations that demonstrate friendship.

1. one person giving another a birthday gift
2. people playing "catch"
3. people going to a movie

Ask students why these people are friends. Write responses on chalkboard.

Ask students to tell you what activities they like to share with friends and encourage them to show you with simple actions.

Make a class chart of friends. Place students names next to a friend and/or someone he/she would like as a friend. Encourage students to bring in photos of friends and people they love. Make a class poster.

Present students with pictures illustrating people who are friends (sharing) and people who are not acting like friends (fighting). Ask students to identify the pictures that show friendship.

For students with physical needs:

Visually impaired students should be presented with large oversized pictures and should listen to taped recordings of people speaking and acting like friends.

Hearing impaired students should be presented with highly visual stimuli such as filmstrips, pictures, and role playing. Students should be seated close to films, pictures or role playing area so that they do not lose focus on the activity. Classroom area should be cleared to allow for students in wheelchairs to do role-playing sequences. Some students can be taken out of wheelchairs and placed on mats so that they can better role play "ball playing" or giving a "birthday gift", allowing for more movement.

For students with social/emotional needs:

Students should be kept constantly involved in activity in order to keep attention focused on lesson. Divide class into several groups so that more students can be participating at one time. Praise students who contribute responses to the "friendship chart".

Name: _____

Worksheet

A Friend

DIRECTIONS: Read each statement. Place a true or false reflecting your feelings on the lines following the statements.

1. A friend is a person I can trust. _____
2. A friend is someone who lies to me. _____
3. My friends listen and help me with problems. _____
4. My friends like me despite my faults. _____
5. My friends expect me to change for them. _____
6. I share things with my friends. _____
7. I don't try to understand my friends. _____
8. Friends communicate well with each other. _____
9. Friends are always right. _____
10. My friends share my interests. _____

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grade 6)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

- Students will describe their "ideal friend."
- Students will analyze whether they are "ideal friends" to others.

Motivation

Have students write one reason why their best friend is their best friend.

Problem: Are you someone's "ideal friend?"

Vocabulary: ideal, best friend

Materials: crayons, paper, worksheet, entitled "Are You Someone's Best Friend?"

Procedure:

- The teacher will begin the lesson by discussing the concept of "best friend". The teacher will conduct a brief discussion in order to elicit definitions of "best friend" from the students. For example, a best friend is someone you choose because you like the person, share interests and trust each other. (The teacher should add that friends should treat others as they themselves want to be treated.)
- The teacher will then ask the class to describe their "ideal" or "best friends."
- The teacher will provide crayons and paper. The students will be instructed to draw (as best they can) their "ideal" friend. (The teacher should emphasize that the artwork is not important, but what is important is what the picture represents.)
- When the pictures are finished, the class will be instructed to write an essay (3 to 4 sentences), below the picture describing this "ideal" friend. (The teacher will help those who have difficulty writing.)
- The teacher will ask several students to read their descriptions. The class will discuss these friends, shifting the emphasis onto whether or not they themselves are "ideal" friends to others. The teacher will use the pictures and essays as a bulletin board display entitled, "The Ideal Friend."

Evaluation: Do you possess the same qualities you look for in a best friend? Explain.

Extender: Worksheet on how you rate as an ideal friend. Students must answer the questions that follows the checklist.

Adaptation: Teacher may alter lesson to include art materials that may be much more appropriate for students with poor fine motor ability.

For students with academic needs:

Students should be presented with pictures that depict what an "ideal" friend might be:

eg: - Someone sharing a favorite activity.
Someone who listens when you talk.
Someone who trusts you with secrets.

Two students can role play how they would act toward each other if they were "ideal" friends. Ask class to respond to role playing by making a list of qualities. A chart should be posted showing responses, accompanied by picture.

Students may not be able to initiate a drawing of an "ideal" friend, so they should have the opportunity to paste together a collage of pictures from a magazine that depicts the same.

For students with physical needs:

Visually impaired students should create their description of the "ideal" friend using a tape recorder. Hearing impaired students should write both the composition and use manual sign language to describe an "ideal" friendship.

Students who need assistance with fine motor control may not be able to draw a picture of the ideal friend, so they may use other media such as choosing, pointing to a picture or using clay or paper mache to create a figure.

For students with social/emotional needs:

Should be presented with multi-sensory approach to subject such as use of pictures, filmstrips, clay, papier mache, tape recorders. Students should be divided into smaller groups for more individual attention and greater participation.

Name: _____

Worksheet

Are You Someone's Best Friend

DIRECTIONS: Place a check (✓) in the appropriate column.

	ALWAYS	SOMETIMES	NEVER
I am interested in what my best friends do.			
I listen well to my best friends.			
I am disrespectful to my best friends.			
I enjoy arguing with my best friends.			
I accept my best friends for who they are.			
I share things with my best friends.			
I avoid communication with my best friends.			
I keep secrets from my best friends.			
I often enjoy the same activities as my best friend.			

Are you someone's best friend? _____

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grade 7)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

. Students will understand the importance of communication.

. Students will become aware of the different ways in which we communicate.

Motivation

Teacher will tell class, "Today we will play a game using words, gestures, and touching."

Problem: How do people communicate?

Vocabulary: touch, gesture, symbol, expression

Materials: slips of paper containing words

Procedure:

. The teacher will divide the class into 3 groups. Each group will be presented with a word. (Group A - RED, Group B - PET, Group C - STOP.)

. A student from Group A will attempt to explain what the word is to the other groups by using other words.

. Someone from Group B will attempt to have the other 2 groups guess their word by using touching (no words) and someone from Group C will use only gestures or expressions to help others guess their word (teacher should assist the groups with clues.)

. After the class has guessed each word correctly, the teacher will ask, "What are the different ways we communicate?" The class responses should be (words or symbols, touching, gestures and expressions.) The teacher should reinforce the concept that communication is an important way to exchange ideas, and present an example of each technique.

Evaluation: Below are 5 forms of communication. Which forms use touching, which use gestures or expressions and which use words or symbols?

handshake _____
song _____
smile _____
punch _____
saying hello _____

Extender: Students will cut out pictures from magazines depicting how people communicate.

Student will cut out pictures that suggest communication through body language and write a sentence under each picture describing what is being communicated.

Adaptation: A tape recorder may be used for those students who have difficulty writing

For students with academic needs:

Students should be divided into small groups. Each group will be presented with a picture and words labeling picture such as:

1. boy petting a dog
2. a girl smiling
3. a man singing

Each group will role play the form of communication to the group. Students will guess what form of communication is taking place. After each correct answer, picture should be posted on board. Students should be presented with other clues that tell how people communicate. Objects can include a tamborine, a book, letter writing paper, a transistor radio, etc.

For students with physical needs:

Visually impaired students may select an object from a bag and identify whether object is used as a means of communication.

Hearing impaired students should role play picture cards using manual sign language. These students will need to be presented with a highly visual lesson on communication using filmstrips, role playing, expressive pictures.

Physically disabled students may not have the fine motor ability needed to cut out pictures and have to select from pre-cut pictures. They may also have difficulty role playing means of communication and should be encouraged to use descriptive language also.

For students with social/emotional needs:

Activity should be kept concrete and highly multi-sensory to increase attending time. Students should be praised for taking turns during role playing and not calling out aloud out of turn. Students should be seated in a small, close area facing teacher and role playing area should be structured and defined.

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grade 7)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objective

Students will list the components necessary for developing a strong friendship.

Motivation

Ask students if they would like to make a new friend.

Problem: How do you develop a friendship?

Vocabulary: friendship, attitude, pen pal

Materials: filmstrip about people developing friendships (series: "First Things, You and Others," film #1 entitled "Who Do You Think You Are?", Guidance Associated No2-7194-45) worksheet entitled "Steps Leading to a Strong Friendship."

Procedure:

. The teacher will introduce the filmstrip "Who Do You Think You Are?" to the class. (The film deals with two friends who make some remarkable discoveries about themselves and others.) The film will act as a review of self esteem and identity, and serve as a motivational lead into this lesson.

. After the film, the class will discuss how the film showed people establishing friendships.

. The teacher will distribute worksheet, "The Steps Leading to a Strong Friendship." (The teacher may end the lesson at this point and continue the following day.) As the summary is being discussed, the teacher will list the following information on the chalkboard:

1. know yourself
2. get to know your friend
3. develop trust
4. share your interests and feelings
5. try to understand the other person's needs and feelings
6. communicate

After the discussion, the students will write the listed information on the appropriate step, (one phrase on each step). The teacher will provide help in ordering and writing the work.

Evaluation: What do the six steps listed on the worksheet lead to? Elicit from students, "friendship".

Extender:

- You are assigned a pen pal in class. In your initial letter, discuss how you would like to develop your friendship with this person. Use the six steps discussed in class to help organize your letter. (The teacher should show the class the form for a letter and help those who have difficulty writing.)
- Select another class in your school and exchange pen-pal letters.

Adaptation: Teacher should match students according to their reading abilities when preparing for pen-pal activity.

For students with academic needs:

Students should be presented with film. After viewing film, steps of friendship should first be presented with sequential pictures showing two people meeting each other, two people enjoying an activity together, two people communicating (etc).

Draw a staircase on the blackboard and ask students to describe the steps to friendship following the sequential pictures. Place each picture on a step and label picture with word.

Students can role play a scene showing 2 people becoming friends. Students can set up a dramatic scene using puppets or masks showing a scene depicting the steps leading to friendship.

For students with physical needs:

Visually impaired students should listen to a record dramatizing a friendship and should be presented with very large pictures of sequence of steps of friendship. These students should sit in a small circle and role play "Steps to friendship."

Students with hearing impairements should be presented with film and "Steps to Friendship" can be illustrated on an acetate sheet placed on an overhead projector. Role playing can be done using manual sign language. Students in wheelchairs should have a cleared area available to do role playing activity.

For students with social/emotional needs:

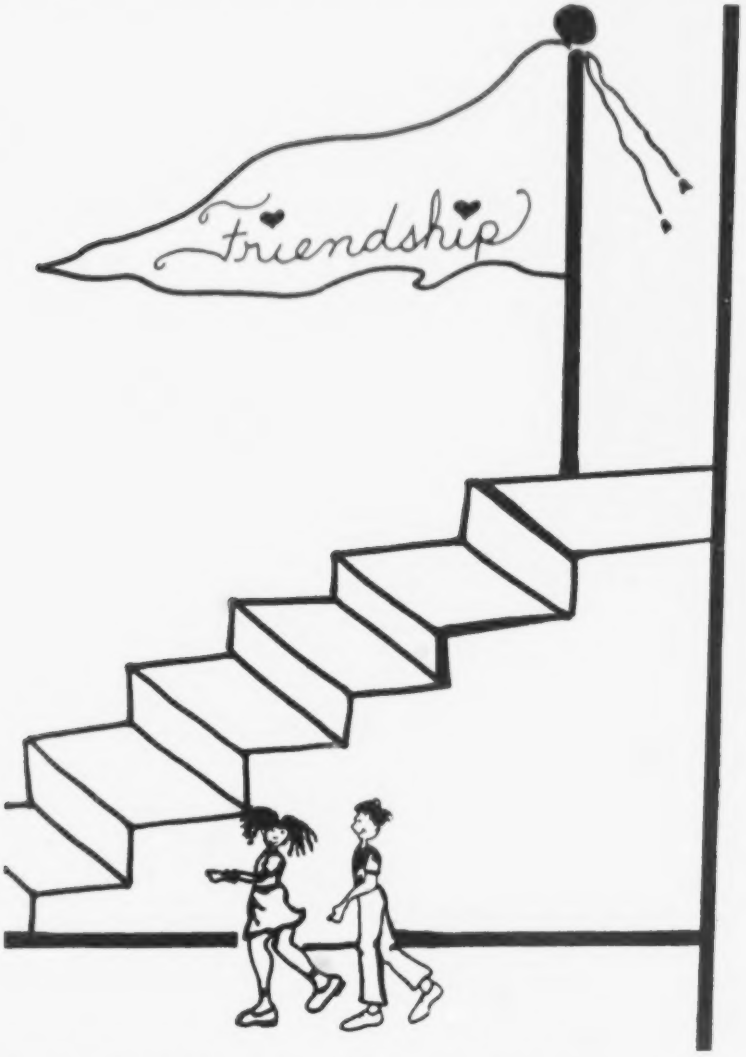
Students should be seated close to film to maximize attention to task. Students should physically participate in the activity as much as possible, such as getting out of seats while placing pictures on "staircase," role playing and listening to records on subject.

Name: _____

Worksheet

Steps Leading to a Strong Friendship

DIRECTIONS: Fill in each step with the phrases provided on the chalkboard.



What do these steps lead to? Write this word on the top step.

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grade 7)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objective

Students will describe ways in which friendships are destroyed.

Motivation

Ask students if they have ever had a friendship end. If yes, do they know why?

Problem: Can you avoid ruining a friendship?

Vocabulary: selfish, lying, cheating, constructive, destructive, pitfall, brag

Materials: rexographs of game board, pieces, dice, cards for game (constructive, destructive), game rules

Procedure:

. The teacher will introduce the game "Pitfalls" to the class. Teacher will explain that, like anything else, a friendship can be kept alive or destroyed. If we avoid some common pitfalls, we should be able to maintain any friendship and keep it alive. The teacher will pair up the students and distribute copies of the gameboard and cards to the students. The teacher will read the rules as follows:

1. Students will spin to see who goes first.
2. The first player will spin and move.
3. If you land on a constructive or destructive square, you choose a card, read it, and do what it says.
4. After your move, you do not choose another card, regardless of where you land.
5. When the cards are all used, simply use them again.
6. To win, you must land on the finish and make a list of ways in which a friendship is ruined.

. After all groups have finished their games the lists will be discussed and a consensus will be placed on the chalkboard.

Ways to Ruin a Friendship

lying
cheating
stealing
gossiping
selfishness
mistreating people

Evaluation: Can you describe three ways in which a friendship can be ruined?

Extender:

. Using the words from the list, "Ways to Ruin a Friendship," have students write the opposite meanings of the words. Entitle the new list, "Ways Not to Ruin a Friendship". (Teacher should be aware that students may need to have the concept of opposites reviewed).

. Have students think of a friendship they have experienced. Teacher will ask students to relate how this friendship was almost destroyed due to selfishness. "How did you stop this from happening?" Teacher should be sensitive to those students who exhibit isolation. The teacher may have to identify his/her self as the student's friend.

Adaptation: To meet the needs of students lacking social skills (hyperactive, distractible) divide students into small groups.

Teacher should have several copies of the "Pitfall Game" to be used in these groups.

For students with academic needs:

Present students with pictures of ways that a friendship can be destroyed:

a) one student stealing something from another
b) one student not sharing his/her toys
c) one student whispering about another

Ask students, "What is happening in these pictures. What are these people doing to hurt a friendship?" Note responses on chalkboard.

Have students role play ways in which they could hurt a friendship. Divide class into several groups and give each group a picture to use as a cue for role playing sequence.

The board game should be simplified with pictures in circles. Pictures should show both positive and negative things people do to friendships. If student lands on circle and identifies picture as good or bad, student gets a "point."

For students with physical needs:

Visually impaired students should be presented with oversized pictures and should listen to recorded or taped vignettes of things that can destroy a friendship. Hearing impaired students should include manual signing in role playing sequences. Wheelchair bound students can be placed on mats to allow for physical movement.

For students with social/emotional needs:

Students should be placed in groups led by paraprofessionals to do role playing sequence. Game-board activity should be highly structured so that students can take turns and wait for their turn. Seat students closely around gameboard or make rexo of gameboard so that several groups can participate at one time. Praise students for taking turns.

Name: _____

Worksheet

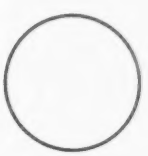
DIRECTIONS: Cut out the six (6) constructive and six (6) destructive cards from this worksheet and use them in the game. Cut out the two circles at the bottom of this worksheet and place your name on them.

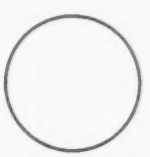
CONSTRUCTIVE CARDS

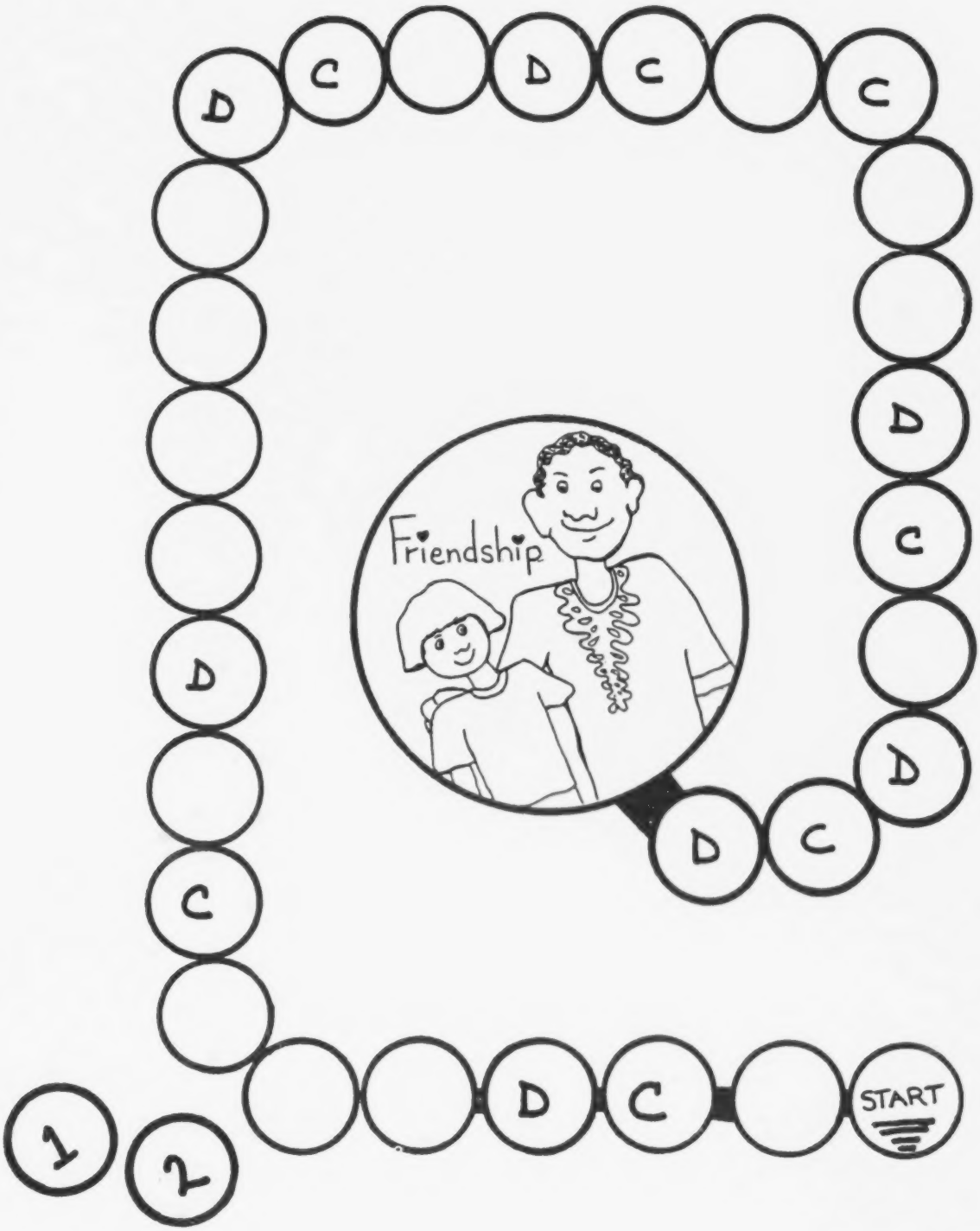
you know yourself MOVE AHEAD 1 SPACE	you begin to develop friendships MOVE AHEAD 2 SPACES	you share interests MOVE AHEAD 1 SPACE
you understand your friend MOVE AHEAD 2 SPACES	you communicate well MOVE AHEAD 3 SPACES	you listen to others MOVE AHEAD 1 SPACE

DESTRUCTIVE CARDS

you lie to a friend MOVE BACK 2 SPACES	you don't communicate well MOVE BACK 1 SPACE	you steal from a friend MOVE BACK 2 SPACES
you think only of yourself MOVE BACK 1 SPACE	you use friends MOVE BACK 2 SPACES	you brag about yourself MOVE BACK 1 SPACE






Friendship
START
1
2

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grades 8-9)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objective

Students will understand the importance of listening as part of communication.

Motivation

Teacher will present a picture (cut out from magazines) of two people talking on the telephone. The teacher will ask, "Can both people talk at once?" Elicit from students that one talks and one listens.

Problem: Is listening important?

Vocabulary: listen, exchange, interact, understanding, ignore

Materials: worksheet, pictures of people talking on the telephone

Procedures:

. Teacher will introduce the concept that communication is more than just talking. Total communication involves listening to what others say.

. Distribute Worksheet to the students. The teacher and students will read the selections. (The teacher will assist those who have difficulty with the reading.) The teacher should point out that a good listener can understand not only what is said, but what is meant.

. To reinforce the importance of listening to others, the teacher should ask the following question and discuss the answer with the class.

. How do you feel when someone does not listen to you?

Evaluation: Divide the class into 2 groups for a game of "Telephone." "What are the important things to remember when playing the game?" The class should provide the following answers: proper speaking, listening and understanding.)

Extender: Read the sentences below. "If someone said these things to you, what might they mean? (Do these things have more than one meaning; do you have to listen carefully to understand what is meant?)"

He is a <u>bad</u> dude.
Those boys are <u>breaking</u>.
We are <u>chilling</u> <u>out</u>.

Have students write a story (real or imaginery) about an incident they encounted where the lack of communication caused a problem.

Adaptation: Teacher should create an environment where distractible students can work. Games may be used to reinforce the concept of listening. Example: telephone - students are separated into two groups. Each group is given a message. Each student has to whisper the message to the person next to them. At the end of the line, the last student writes the message on the board.

For students with academic needs:

Activity should be made more concrete by introducing "listening" with real situations. "How do we listen? What do we use?" (ears) Exaggerate "listening" by using a telephone, a home made telephone (cans and string), a radio at different levels, by talking at different volumes, by seating students opposite each other and making eye contact. Show pictures of people talking, people using the telephone, students looking at a teacher and other examples of "listening."

Role playing sequence requiring students to say whether a person is listening or not.

For students with physical needs:

Hearing impaired students should wear headphones that can be connected to a tape cassette with volume control which emphasizes "listening". Hearing impaired students should be faced opposite each other so that listening can be done through manual signing.

Visually impaired students would benefit more by being presented with actual objects that aid listening rather than pictures. Students can also discuss how we listen, and how they feel when someone is not listening to them.

For students with social/emotional needs:

Students should sit in a small group and be presented with stimuli that will keep their attention focused. Each student should have the opportunity to participate in activity by using the listening devices, by role playing and by doing worksheet. Students should be praised for appropriate participation in activity.

Name: _____

Worksheet

DIRECTIONS: Read the selections that follow and answer the questions. (Teacher will help students record answers.)

1. James was sitting in homeroom when Mr. Perkins read an announcement about fire drill procedures. James sat in class daydreaming while Mr. Perkins was speaking. During second period, a small fire broke out in James' science class. While the others knew what to do, James began to panic.

   A. What was James doing in homeroom?

   B. Did he listen to the announcement?

   C. Why should James have listened to what Mr. Perkins said?

2. Robert was absent from class everyday during the first term. When he finally did come in to pick up his report card, he asked his teacher, Ms. Reynolds, if she had passed him in Mathematics. Ms. Reynolds said, "You received what you deserve." Robert walked away very happy.

   A. Did Robert deserve to pass Mathematics?

   B. What did Ms. Reynolds say to Robert?

   C. Had Robert really listened and understood what Ms. Reynolds said?

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grades 8-9)

ANNUAL GOAL: Students will recognize that good communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

. Students will analyze their own communication habits.

. Students will verbalize that there is an appropriate voice for affectice communication.

Motivation

"Today we will act out a play. Let's see how many future movie stars we have."

Problem: Do shouting and interruptions help communication?

Vocabulary: interruption, opinion, fact, habit

Materials: skit, worksheet

Procedure: . Teacher will present the class with a skit, which describes a scene in which people are not communicating well. The teacher will assign parts to some of the students in the class. The remainder of the class will be given a worksheet. They will have to identify the poor communication methods used by those in the skit. The teacher will list these methods on the chalkboard for a general classroom discussion. Inadequate Communication Methods: shouting, interrupting, not listening to others and giving opinions instead of facts.

. After the worksheet is completed and reviewed, classroom discussion will center on whether the students use any of these improper methods in their own communication.

Evaluation: What poor communication habits do you see used in your own classroom?

Extender: Teacher asks, "Can you think of a time when you have used inadequate communication habits? Write a composition about this incident." (Teacher will help those who have difficulty writing.) Show filmstrips on inadequate communication skills. Have students identify the inadequate communication skills.

Adaptation: Teacher may have to review questions for students having inadequate auditory skills. Filmstrips may be obtained at SETRC library and other resource centers.

For students with academic needs:

Students should be presented with a taped sequence of inadequate communication habits on a tape recorder and should be asked "What is this person doing?"

Play tape of:

1. person shouting (Stop tape and ask question - note response on board accompanied by picture)

2. one person interrupting another (Stop tape again and note response)

3. a person humming while someone is talking to them (again note response)

Divide students into several groups to role play inadequate communication habits. Each group should indentify a inadequate communication habit used and role play this habit. If group needs help, teacher should identify one habit as a cue. Instead of writing a composition about inadequate communication habits, class will make chart of habits that have bee identified.

For students with physical needs:

Visually impaired students would benefit from the audio-tape sequence. A chart should be made with oversized letters. Hearing impaired students need a more visual approach and should be presented with filmstrips and pictures and audio sequence. This is an important part of this activity and should be listened to on headphones where teacher can adjust the volume to students' needs). The room should be cleared so that wheelchair students can participate in role playing.

For students with social/emotional needs:

Students should be encouraged to participate in a multi-sensory approach to activity to maximize attention span (use tape recorder, filmstrips, physical activity). Students should be praised for participating in role playing and for sitting quietly during listening session with tape recorder.

Name: _____

Worksheet

The Skit

Characters: Mr. Jones - teacher
Ms. Battle - principal
Keisha - noisy student
Tom - tough guy in class
Bill - another student

Scene: Mr. Jones' history class.

MR. JONES: The class will please come to order.

TOM: (SHOUTS OUT) Can't hear ya teacher. What did you say?

MR. JONES: I will repeat, please come to order. Today we will discuss the Civil War. Does anyone know why the the Civil War was fought?

KEISHA: Yeah, I know. The Civil War was a war between white slave owners and black slaves. I know this for a fact.

BILL: Weren't there any other reasons for the war? I thought . . .

KEISHA: (Interrupting Bill) There were no other reasons. Mine is the only correct fact.

MR. JONES: KEISHA, please stop talking and listen. Bill did not say you are wrong. He only wants to determine if there were any other reasons. Are you sure your reason is not just your opinion?

ENTER MS. BATTLE. SHE SITS IN THE BACK OF THE CLASS AND LISTENS

TOM: (SHOUTING AGAIN) Girl you're crazy, you don't know what you are talking about.

AS MR. JONES IS ABOUT TO SPEAK, MS. BATTLE INTERRUPTS.

MS. BATTLE: You are all incorrect. The fact is that the Civil War was an economic conflict between the industrial north and the farming south. This is the only correct answer. End this discussion now!

THE CLASS BECOMES SILENT AND MR. JONES DOES NOT SAY ANYTHING.

Name: _____

Worksheet

DIRECTIONS: After watching the skit, answer the following questions.

1. What inadequate communication method was used by Tom?

2. Did Keisha communicate well? Explain.

3. Was Bill trying to communicate properly?

4. Did Ms. Battle exhibit any inadequate habits?

5. Do people listen and understand you when you shout and interrupt?

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grades 8-9)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

- Students will understand the effect of their words and actions on others.
- Students will understand the cause and affect their words and actions have on others.

Motivation

Ask students to think of someone they enjoy talking to. "Can you think of why you enjoy talking to that person?"

Problem: Does Bill know to whom he is talking?

Vocabulary: affect, attitude, flashy, attract

Materials: worksheet "Bill, the Shoe Salesman"

Procedure:

- The teacher will begin the class discussion by saying that it is important to know who you are talking with in order to maintain proper communication. The class will be instructed to read the worksheet, "Bill the Shoe Salesman." (The teacher will help those who have difficulty with reading.)
- When the class has finished reading, they will complete the questions (at the bottom of worksheet) by placing a check (✓) in front of the qualities they feel that Bill possesses. The teacher will ask a key question: Why is Bill a good salesperson?" and elicit the following answers from the class:

  Bill knows his customers interests.
  Bill shows consideration to his customers.
  Bill treats each customer as an individual.

- The teacher will elicit that it is important to consider the other person's attitude and feelings about things when you are communicating.

Evaluation: Can you help Ms. Barnes explain in one sentence what makes Bill an outstanding salesperson? (Teacher should elicit that Bill knows who he is talking with and treats these people as individuals.)

Extender: You are looking for a job at a Sporting Goods store owned by Mr. Moyer. You find that Mr. Moyer enjoys hunting and baseball. He is married and has one child. Make a list of 5 things that you might talk to Mr. Moyer about to get him to like you (and hire you.) The teacher should help the students formulate answers by referring to the story about Bill. Students should be helped with the writing.

Adaptation: Teacher may want to use role play to reinforce the concept that words and actions do affect how people relate.

For students with academic needs:

Reading vocabulary should be made easier and more meaningful. Teacher should read selection to class and use pictures to demonstrate qualities of characters in the story. For example, pictures should show shoe salesman being kind and helpful to customers, helping a customer make a selection, etc. Teacher should point to these pictures as story is read. Students should role play different situations presented by teacher that emphasize personal attitudes when communicating. Ask students what they should do when role playing certain situations. Show students a picture of a man who is fishing with his son. "What are some of the things this man likes to do?"

Make list:

- to fish
- to be with son
- to be outdoors

Have students pretend talk with this man. What might they say to him?

For students with physical needs:

Visually impaired students should listen to "Talking Book" records instead of observing pictures that describe certain people. Hearing impaired should have visual activity using pictures and filmstrips showing a person being kind to others, etc.

For students with social/emotional needs:

Students should be divided into smaller groups to maximize participation. Role playing sequences should be very structured and teacher should give verbal and gestural cues to minimize lack of understanding. Students should be praised for identifying positive traits.

Name: _____

Worksheet

Bill the Shoe Salesman

Bill Jamison has been a shoe salesperson at Fit-Rite for only 6 months. Others at Fit-Rite have been selling shoes for a much longer period of time. Still, Bill does a better job. Ms. Barnes the store manager wanted to know why Bill was doing such a good job. She thought that if she knew, she could train others to sell shoes well. Ms. Barnes decided to ask Bill's customers why they buy from him. Of all the reasons given by Bill's customers, one seemed the most common.

"I buy from Bill because I like him," says Terry Foster. "He is interested in the same things that I am. When he is waiting on me, he talks about bowling and football, the sports I like best. It's fun spending time with Bill."

"I came into the store on Tuesday and I was pretty upset," says Shelia Jones. "I didn't like all the new, flashy signs which were in the store. I had been shopping at Fit-Rite for years and didn't like the change." Bill saw that I was upset. He also knew that I am a teacher. He explained to me that just as I try to attract my students' attention in class, he must attract customers attention in the store. He took time and explained his ideas in terms that I understood. I just trust Bill."

After talking to these people, Ms. Barnes knew what made Bill a good salesperson.

DIRECTIONS: Check (✓) each quality that you think Bill Jamison possesses.

_____ 1. ability to communicate

_____ 2. lack of interest in his customers

_____ 3. desire to explain things to others

_____ 4. understanding what attracts other people's attention

_____ 5. ability to listen to others

_____ 6. lack of consideration

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grades 8-9)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

. Students will describe the importance of understanding when communicating.

. Students will list five methods of proper communication.

Motivation

"Today we will play a game." Teacher presents the game "Telephone." Teacher chooses five students. The teacher verbally whispers a message to one student. Each pass the message to each other. The last student says the message aloud. The students compare the original message to the one repeated by the last student.

Problem: Do you communicate well with others?

Vocabulary: profanity, argue, signs, stubborn

Materials: crayons, construction paper, scissors, worksheet

Procedure:

. The teacher will distribute worksheet to each student.

. The teacher will read each statement. Students will place a check in the space that most accurately reflects how they feel about each statement. (The teacher will help the students with the reading, and then allow them to answer each statement independently.)

. After the worksheet is completed, the students will exchange their paper with each other, so that everyone has a paper other than their own. Each paper will be scored according to the following scale: an answer of never will receive 3 points; an answer of sometimes will receive 2 points; an answer of always will receive 1 point. Points will be tallied and papers returned to the owner.

. The teacher will then lead a discussion focusing on the students' answers. During the discussion, the teacher will elicit that good communication methods include: proper attitude, listening, considering the other person's feelings, and the willingness to accept another opinion.

. The students rate themselves on how well they communicate; 10-14 points/poor, 15-17 points/fair, 18-24 points/good, 25-27 points/very good, 28-30 points/excellent.

Evaluation: List at least 3 qualities of good communication.

Extender: The class will create a communication rating scale to be posted as a bulletin board display.

Needs Improvement	Acceptable
1. Gives opinion for fact	Gives accurate information
2. Interrupts	Doesn't imterrupt
3. Shouts	Speaks using proper volume
4. Refuses to listen to opinions of others	Keeps an open mind.

Adaptation: The teacher may have to read each statement to aid those students who have difficulty reading.

For students with academic needs:

Worksheet should be read to students. Pictures illustrating statements which should be made more concrete:

Show picture of:

1. a person listening to another person
2. a person turning away while being spoken to
3. a person shouting to another person.

Students should be given vignettes to role play

Group I: One student will talk to another who is looking at T.V

Ask students, "What can be changed so the student will listen."

Group II: Individual students take turns role playing situations in which they get their own way. They should insist that they are right about another friend.

Ask students, "What does the student have to do to demonstrate that they are listening/"

Students should be presented with filmstrips. They should choose the pictures that illustrate listening (Use a social skills filmstrip).

For students with physical needs:

Hearing impaired students who use manual sign language should role play sequences in sign language. They can also compare the problems of communicating with others who use only spoken word. Visually impaired students should listen to vignettes on record or tapes before role playing activity. Students in wheelchairs should have an area of the classroom cleared so that they can participate in role playing activity.

Teacher should be aware that students having difficulty with figure ground ability may need to have the words always, sometimes and never written in different colors.

For students with social/emotional needs:

Students should be presented with a multi-sensory approach. Show pictures, filmstrips, make a poster or experience chart of class responses. Get students involved physically in role playing activity. Students should be praised for participating in role playing.

Name: _____

Worksheet

DIRECTIONS: Put a check (✓) in one of the boxes which represents how often you do each of the following.

	ALWAYS	SOMETIMES	NEVER
1. I talk "at" people instead of "with" them.			
2. I listen to other people's opinions.			
3. I argue with others instead of discussing matters.			
4. I use profanity when I talk.			
5. I do not "tune out" others when they talk to me.			
6. I overlook when others use signs instead of words.			
7. I am stubborn when discussing something.			
8. I talk louder when I want to say something important.			
9. I try to understand what others are saying.			
10. I know the people that I have to communicate with.			

THEME II: COMMUNICATION AND PERSONAL RELATIONSHIPS (Grade 9)

ANNUAL GOAL: Students will recognize that communication and personal relationships affect the quality of life.

Short Term Instructional Objectives

. Students will list the qualities of desirable neighbors.

. Students will analyze if they are desirable neighbors.

Motivation

Ask students to describe one of their neighbors.

Problem: What makes a desirable neighborhood?

Vocabulary: inconsiderate, impolite, pleasant, considerate

Materials: worksheet

Procedure:

. Teacher will introduce the lesson by asking the class to describe the qualities of a desirable neighbor. The class will brainstorm this question and list some qualities of a desirable neighbor on the chalkboard.

. Teacher will expand the discussion to include qualities possessed by undesirable neighbors.

. Before the list is finalized, the teacher will distribute the worksheet. Teacher will help those students who have difficulty with reading. When the class finishes reading the scenarios, the teacher will ask the following questions:

What makes Ralph a desirable neighbor?
Why is Waldo an undesirable neighbor?

. Teacher will elicit more qualities of desirable and undesirable neighbors, and finalize the lists on the board. The lists should reflect the following:

Desirable Neighbors	Undesirable Neighbors
pleasant personality	impolite to others
considerate to others	inconsiderate of others feelings
helpful and responsible	irresponsible
clean	dirty

. The class will then answer the questions on the worksheet. Discussions should center on both the qualities of a desirable and undesirable neighbor and which of these qualities we, as individuals, possess. (Maximum discussion time should be spent going over question #10. The teacher will provide help to those having difficulty writing. Answers to all questions should be written in complete sentences.)

Evaluation: Describe three qualities that makes someone a desirable neighbor.

Extender: Students will make two lists. One is a list of desirable neighbors and the other is a list of undesirable neighbors. Explain what makes these people desirable or undesirable neighbors. Teacher will assist when needed.

Have students select an excellent neighbor to be a guest speaker at school. Have students interview the guest.

DESIRABLE NEIGHBORS Why are they desirable?	UNDESIRABLE NEIGHBORS Why are they undesirable?

Adaptation: Teacher may want to use a peer teaching model.

For students with academic needs:

Present students with pictures that depict positive traits of a desirable neighbor and pictures that depict negative traits of neighbors. Ask students to describe what is happening in pictures and make two charts showing differences of desirable and undesirable neighbors. Label each picture. Have students role play "Good Neighbor Ralph" and "Impolite Waldo" after teacher has read passages to group.

On worksheet, students can receive a sheet that is divided in half. On left side place cut-out pictures that depict a desirable neighbor, on right side of page, paste pictures of an undesirable neighbor.

For students with physical needs:

Visually impaired students should be presented with a "talking record" that describes vignettes of neighborly people and those that are undesirable neighbors. If pictures are used, they should be oversized. Hearing impaired students need a visual approach and should be presented with filmstrips and pictures. They should role play vignettes using manual sign language. An area should be cleared so that students in wheelchairs can do role playing. Students with poor fine motor control should receive pre-cut pictures for worksheet.

For students with social/emotional needs

Students should be divided into smaller groups for the role playing sequence. Students should work as a group and make chart together. Students should be presented with a multi-media approach to keep attention focused on activity.

Name: _____

Worksheet

DIRECTIONS: Read each selection and be prepared to discuss what you have read. Complete each question using a complete sentence.

Good Neighbor Ralph

Ralph considers himself to be a desirable neighbor. When someone in his building needs help, Ralph is there. He always says, "Hello," and other nice things to people in his building. Not only is Ralph a pleasant person, he is also considerate. Ralph always throws his garbage away (in plastic bags) and keeps his apartment clean in order to eliminate bugs. He doesn't play his music loud on weeknights or after midnight on weekends. He is responsible, and pays his rent on time. Ralph takes pride in where he lives and everyone likes having Ralph as a neighbor.

Inconsiderate Waldo

Waldo looked out of his window and laughed. Someone from his building had slipped on some garbage in front of the building. Waldo laughed because he was the one who threw the garbage on the sidewalk. Waldo never throws the garbage where it belongs and doesn't care about others. He plays his music loud all of the time. He yells and curses at people who ask him to lower his music. Waldo is seen by others writing on the walls and messing up the outside of the apartment house. Waldo is impolite and inconsiderate and no one wants to have him for a neighbor.

1. What word describes Ralph as a neighbor?

_____

_____

2. How does Ralph treat other people?

_____

_____

3. Does Ralph take care of his apartment building?

_____

_____

4. Do people like Ralph as a neighbor?

5. What word is used in the title to describe Waldo?

6. Who threw the garbage in front of the building?

7. How does Waldo respond when people ask him to lower his music?

8. Does Waldo help take care of his building?

9. Is Waldo liked as a neighbor?

10. Are you a Ralph or a Waldo? (Explain in a well written paragraph.)

THEME III: SELF-CONTROL

SELF-CONTROL

INTRODUCTION

The need for self control is perhaps the most often mentioned management need in the special education classroom. The need for self-control may contribute to student's not achieving their full academic potential. The student may appear to be in conflict with his or her environment. The activities in this theme are designed to address the need for developing self-control through exercises in problem solving and alternative methods necessary to deal with stressful situations.

The activities presented provide an environment in which all modalities of learning can be utilized. Various strategies will enhance academic progress while helping the student to internalize mechanisms for self-control. Acrivities may be infused into other content areas, such as career education. Parental involvement is possible using these activities. Teachers and parents can combine their efforts to reinforce concepts through mutual interacrion and support.

THEME III: SELF-CONTROL (Grade 6)

ANNUAL GOAL: Students will understand that problems and frustrations can be solved without the loss of self-control.

Short Term Instructional Objectives

- Students will evaluate the consequences of losing self-control.
- Students will recognize the value of alternatives or choices.

Motivation

Ask students to describe their behavior the last time they lost their temper.

Problem: What happens when you lose self-control?

Vocabulary: conflict, frustration, alternative, talk, communication, anger, fight

Materials: colored ballot boxes, worksheet, picture showing conflict

Procedure:

- Present a picture showing conflict to the class . Ask the students to describe what is happening in the picture. Elicit responses from students. Teacher records the elicited responses on the chalkboard. Have students discuss choices which could solve the conflict. Students will select the best choice.
- Teacher will select six students perform a vignette.

  Scene: People on a line purchasing theatre tickets. A late-comer rushes to the front of the line. This causes an argument. It erupts in verbal/physical conflict. The ticket agent calls for assistance. The police arrive and arrest the trouble maker. (For nonreaders, the paraprofessional should read the situation thereby setting the scene.)
- Teacher will ask, "How could this problem have been solved?
- Teacher will list choices on the flowchart.
- Teacher will select a student to come to the chalkboard to demonstrate his/her solution using the flowchart.
- Teacher will ask the remaining students to cast ballots indicating which solutions were rewarding or led to frustrations. Other vignettes can be used for additional examples.

. Distribute worksheets. Have students read the scenario from worksheet. Students will then use a second Worksheet to aid in the problem solving process. Students are to state the problem and give choices and consequences.

Evaluation: What are the keys of maintaining self-control?

Extenders:

. Students will give the synonyms for these words: consequences, choices, flow chart, anger, talk. For nonreaders, think of words with similar meanings. Teacher may have nonreaders commit their synonyms to memory.

. Students will formulate the problems and discuss alternatives or choices.

Adaptations: Some students may need to have the problems read to them.

Films, film strips or pictures may be used instead of a written worksheet.

Role play a conflict and then discuss alternatives and choices.

Have students role play vignette with supervision from teacher while paraprofessional reads it. Use pictures as cues to story. Stop the role playing sequence at the end and ask students to give other solutions to story. Brainstorm solutions with class using flow chart with pictures as cue. Solutions can be written on chart and role played. Present class with pictures that can be used as cues. Note responses on experience chart.

<u>For students with physical needs</u>:

Read vignette to students and note possible responses on tape recorder. Hearing impaired students should use pictures as cues and can use manual signs for responses. Flow chart can be made accompanied by pictures. Role playing can be done with manual signing.

<u>For students with social/emotional needs</u>:

Students should be divided into groups (for greater participation) with supervision. Students should have multi-sensory approach to keep attention focused including listening to story, role playing, participating in making flow chart. Seat students in a distraction free area where attention will be focused on lesson. Flow chart can be made on overhead projector which can be enlarged on wall.

Name: _____

Worksheet

An Interview

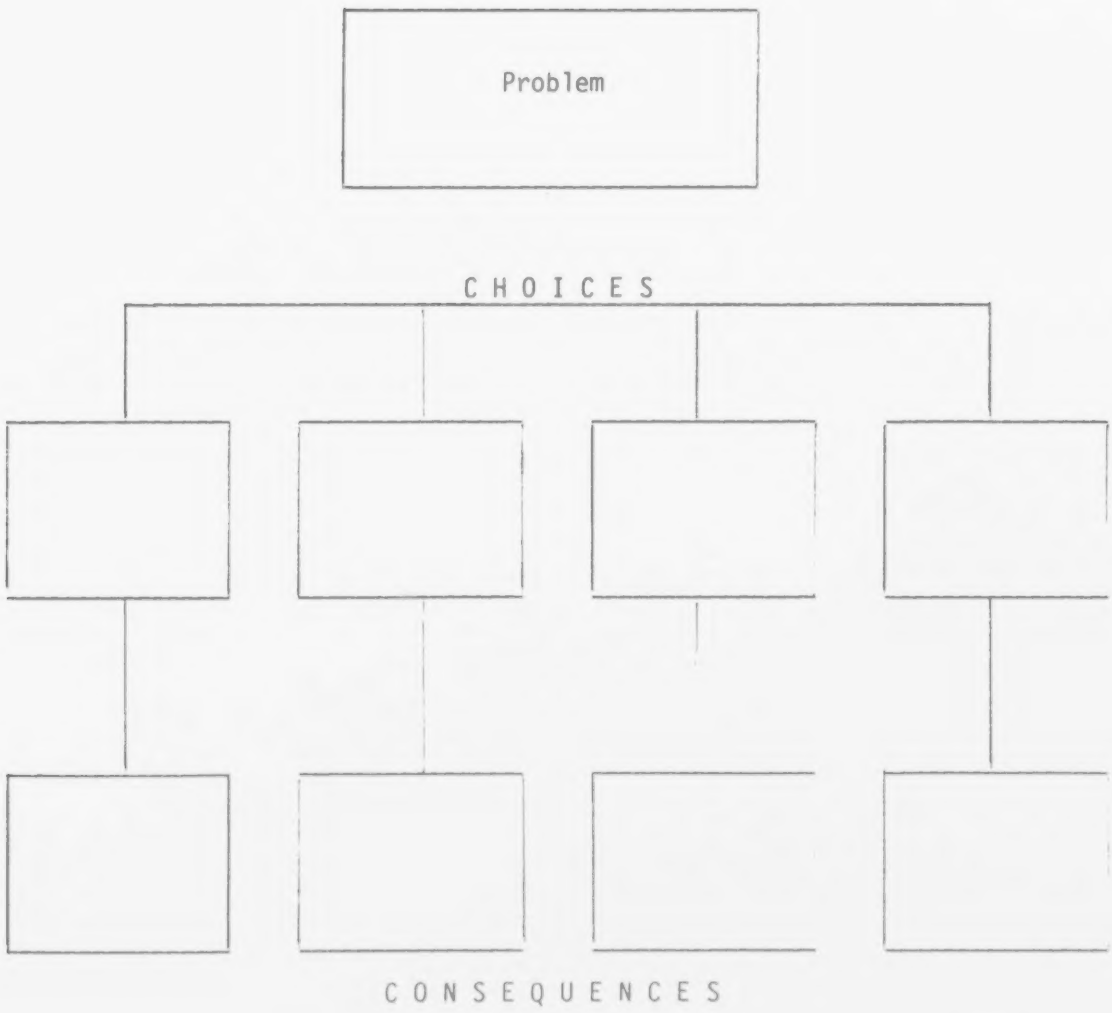
DIRECTIONS: Read the following scenario. Then use the scenario to complete a second worksheet.

A person goes to a job interview. They walk in lethargically, shirttails hanging. They straddle the interviewee's chair - "I want a job?" Interviewer asks, "How much money are looking for?" Interviewee says, "How much you want to pay?" (while chewing gum). "Aw! shucks that ain't enough, I don't intend to work for nothing." Interviewer closes the interview, "Sorry but we don't think you have the qualifications we are looking for.

Name: _____

Worksheet

Flow Chart!



THEME III: SELF-CONTROL (Grades 6)

ANNUAL GOAL: Students will evaluate when and how they lose self-control.

Short Term Instructional Objectives

. Students will identify how they lose self-control.

. Students will determine the factors that influence the loss of self-control.

Motivation

Tell students they are going to see excerpts from the movie "Planet of the Apes."

Problem: Can you identify where self-control was needed and where self-control was lost?

Vocabulary: problem, frustration, anger, outburst, control, panel

Materials: movie, flow-chart, panel, film "Planet of the Apes", projector

Procedure:

. Show the film "Planet of the Apes."

. Have the students take notes (non readers will be asked to recall incidents.) Students will be asked to remember who (names) was involved in each incident.

. Divide the class into groups for a panel discussion. One panel will be called the Process of Losing Self-Control. The other panel will be called Factors which Influence Loss of Self-Control.

. Teacher then calls on a member from the Process Panel. The member must state an incident from the film. He/she must inform or tell the class of the process that led to self-control.

. A member of the Factors Panel must then state and incident from the film. He/she is then asked to give the factors that caused the loss of self-control.

. After several exchanges back and forth, the lesson can be concluded by posing the evaluation question.

Evaluation: Who can describe the process of maintaining self-control?

Extender: Write a profile sheet of the process.

Distribute a worksheet with two columns. One column is

labeled Process of Losing Self-Control. The other column is labeled Factors which influence Loss of Self-Control. Students complete the worksheet using personal experience. Students can rewrite the movie script, using different situations to influence loss of self-control.

Adaptations: Students who have difficulty writing can draw scenes from the film in lieu of writing. Students can act out scenes from the movie.

For students with academic needs:

Lesson should be simplified by setting up a "staircase" on a large piece of oak tag and having students concretely trace factors that lead to a loss of self-control. Parts of film "Planet of the Apes" should be shown and stopped when students point out a loss of control such as anger, running through streets, treating people poorly. Note responses on flashcards. After film, have students tack flashcards on "staircase" as things that cause the top step: loss of control. This same process can be used for other vignettes.

For students with physical needs

Visually impaired students should listen to Talking Book record of "Planet of the Apes" and stop tape at parts that illustrate lack of self control. Responses can be noted on another tape recorder or in extra large print on flash cards. Large oak tag can be pre cut and ready for lesson. Hearing impaired should view closed-captioned film of Planet of Apes and should note responses in manual sign. These students can actually use a staircase in the school building to illustrate steps leading to self-control by placing a flashcard on each step. A portable play staircase can also be used as a concrete classroom aid. Students should be seated so that they can view film and place flashcards on steps; oak tag should be kept at a low height.

For students with social/emotional needs

Students should participate fully in making of the oak tag steps. All responses should be noted on flashcards. Students should each have the opportunity to place a card on the "staircase."

THEME III: SELF-CONTROL (Grade 6)

ANNUAL GOAL: Students will learn alternative solutions instead of losing self-control.

Short Term Instructional Objectives

. Students will learn to categorize.

. Students will learn to use association.

. Students will develop alternate strategies necessary to cope with the loss of self-control.

Motivation

Tell students they are going to see a film. Teacher asks, "Does anyone have a solution for how not to lose self-control?"

Problem: Can you give the solution for not losing self-control?

Vocabulary: lose, self-control, solution, solve, accuses

Materials: film No. 2-6672-41 Guidance Associates, projector

Procedure:

. Present the film to the students.

. After the film has been presented, teacher uses an incident from the film and asks students to hypothesize on other ways to solve the situation.

. Teacher records the elicited responses on the chalkboard.

. Have the students role play the following:

Two cars are traveling on a narrow path. The only way they may pass each other is by one person going back to the wider spot. One car is facing down hill. The other car is facing up hill. Which one could have volunteered to solve the problem.

Two boys are arguing over their share of a piece of candy. One boy accuses the other of having the bigger piece. One boy suggests that he will divide the candy and the other will choose first.

. Elicit and record student's responses.

Evaluation: Who can recall the process? Teacher can write the process on the chalkboard.

Extender: Write an essay on the process of self-control.

Have students list different solutions to situations that might cause them to lose self-control.

Adaptations: Students can role-play situations that have occurred in the classroom that resulted in the loss of self-control. Students will orally suggest alternative solutions.

For students with academic needs:

Prior to viewing the film students should be presented with alternative solutions to the outcome. Before asking students to give a solution to each of the vignettes, give them two or three possible solution to choose from. Afterwards, divide the group into two and read each group the vignette they will follow. Each group must decide on the solution. Record answers and make a chart of responses that show a person using self-control.

For students with physical needs:

Students can be presented with vignettes on a tape with space at the end of each story for possible solutions to be recorded by students. Hearing impaired students can watch film, but should also be presented visually with possible solutions that depict self-control. A chart should be made with responses for clearer understanding. Role playing should be done with manual signing.

For students with social/emotional needs:

Students should view film and then be divided into groups afterwards for greater participation. The group should record possible solutions to vignettes by writing them down or recording them on tape. Groups should role play vignettes, but role playing should be kept highly structured because of nature of topic. Groups should be separated into highly defined areas so that group members can better attend to task.

THEME III: SELF-CONTROL (Grade 7)

ANNUAL GOAL: Students will recognize various kinds of self-control.

Short Term Instructional Objectives

- Students will differentiate between situations exhibiting self-control and the lack of self-control.
- Students will categorize the different types of self-control.

Motivation

Have students role play or mime different situations highlighting a lack of control. For example, a mother screaming at a crying baby. Somebody knocks your books to the floor and walks away. You run after the person and a fight ensues.

Problem: Are there different types of self-control?

Vocabulary: emotional, physical, mental, argument, disappointment

Materials: worksheets

Procedure: The teacher will write three headings on the chalkboard: Emotional Self-Control, Physical Self-Control, Mental Self-Control. Each heading should be defined by the students and examples of each should be elicited from the students. The teacher will then distribute the worksheet "Vignettes" to the students. The teacher or a student will read the vignettes. Each student will be asked to listen carefully as the vignettes are read. Teacher will ask, "Did anyone recognize the different types of situations that caused a loss of self-control?" The teacher should record students' answers on the chalkboard. Next to each answer the specific category and type of self-control should be recorded. At this point, the teacher can reinforce the "operational definition" of the types of self-control.

Evaluation: Students will name three different types of self-control.

Extender: Write three examples of different types of self-control.

Students will write three examples of different types of self-control. Distribute worksheet (Types of Self-Control). Students will name the type of self-control needed for the situations.

Adaptations: Several students will role play a situation. The other students will name the type of self-control needed for the situation. A puppet show depicting situations can be

presented by the students. The audience (other students) will name the type of self-control needed for the skit.

For students with academic needs:

Three charts will be made with headings "EMOTIONAL SELF-CONTROL, PHYSICAL SELF-CONTROL, MENTAL SELF-CONTROL." Place an example picture on each chart to use as cues such as:

EMOTIONAL SELF-CONTROL - picture of someone arguing
PHYSICAL SELF-CONTROL - picture of child hitting another
MENTAL SELF-CONTROL - picture of someone pouting

Have students role play types of self-control indicated from the worksheet. The remainder of the class should give response as to which type of self-control is needed. Present class with pictures (possibly from newspaper) and ask students to classify picture under correct heading chart.

For students with physical needs:

Make large oversized charts with large clear pictures for visually impaired. Seat students close to the chart and have them listen to worksheet and make responses on tape recorder. Hearing impaired should observe charts, and choose pictures and classify them rather than listen to worksheet. Physically disabled may need fine motor help when cutting out newspaper pictures.

For students with social/emotional needs

Students should participate fully with making the charts. Each student should receive picture and place it on chart. Seat students in close area around charts and give them opportunity to role play, view pictures, make collages. Distribute the materials for each activity just prior to the activity.

Name _____

Worksheet

Vignettes

Two friends, Tommy and Victor, had an argument. The argument turned into a fight when Tommy laughed at Victor. Luckily some neighbors came by and broke it up. Once they were separated both boys shook hands and became best buddies once again.

Vance's birthday had come again. This time, he hoped that it would be better, bigger and with more presents than last year's. Little had he known! Fate served him disappointment. His parents were unable to provide as good a birthday party as the year before. Vance was crushed and hurt. He could not understand that economic conditions had changed. His father and mother had fallen on "hard times!" He sulked brooded, folded his arms and did not talk to anyone. He could not be reached!

On days when plans were to be organized for trips to the country, daddy took care of all the preparations efficiently. Nothing was left to chance, in other words, all the comforts were provided. All you had to do was present your body ready to go. These were the times when dad's worries were gone. But, whenever, dad was worried and preoccupied it was a different story. He had to be reminded of everything. He would continually misplace his keys or wallet. Things were just the opposite. He had to be constantly assisted and reminded. He was preoccupied, worried and out-of-control.

Name: _____

Worksheet

Types of Self Control

DIRECTIONS: Name the type of self-control needed for the situations below.

1. Whenever I don't get something, I pout.
2. If somebody bothers me, I beat them up.
3. Whenever I am worried, I cannot function or do anything.
4. If I am scared, I eat continuously.
5. When I am angry, I throw chairs, desks and other things.
6. When my mother and father fight, I need a drink.

Non readers may abbreviate the categorizations.

THEME III: SELF-CONTROL (Grade 7)

ANNUAL GOAL: Students will recognize that self-control is a mature skill.

Short Term Instructional Objectives

. Students will learn that self-control can be voluntary or involuntary.

. Students will develop an awareness of self-control.

Motivation

Tell students they are going to see a film dealing with two kinds of self-control.

Problem: Is it easier to accept voluntary self-control or involuntary self-control?

Vocabulary: voluntary, involuntary, restrict, free, maturity, conscious

Materials: film "A Fable" Guidance Association NV-5119-41, projector

Procedure:

. Ask the students if they know the meanings of the words voluntary and involuntary. If not, the teacher must operationally define them.

. Teacher may use two students to do two quick examples of voluntary and involuntary self-control.

Examples: Two friends sitting by the river one boy says that he has a cigarette. He invites his friend to join him is sharing the cigarette." The other boy refused and says that it isn't a good idea and that he doesn't want to smoke. This is an example of voluntary self-control because it comes from within. A conscious choice was made by the boy.

An example of involuntary self-control is when an individual driving a car runs a red light. He was stopped by the police and given a summons or taken to jail. We never passed a red light again. Self-control is applied by an outside source.

. Teacher tells students to fold a piece of paper in half and make two headings for the types of self-control. Then teacher will instruct the students to watch and record the incidents of voluntary and involuntary self-control based on the "operational definition."

. Show the film to the students.

. At the end of the film, the teacher will ask for examples of the kinds of self-control they observed.

Evaluation: Student will be asked to describe the two types of self-control. This can be accomplished through writing or through oral expression.

Extender: Each student will ask ten people which type of self-control they prefer. Data will be collected and findings will be shared with the class.

Students will list examples of voluntary and involuntary self-control.

Adaptations: A group of students will role play an incident requiring self-control. Other students (the audience) will explain if voluntary self-control is needed or involuntary self-control is required.

Students can make posters or put out pictures for a bulletin board display. One group of pictures is labeled "Voluntary Self-Control". The other group of pictures is labeled "Involuntary Self-Control".

For students with academic needs:

Simplify concept of "voluntary" and "involuntary" by using different vocabulary and make a chart which will illustrate them. Example:

Done by Myself	Done by Others

Ask students to role play examples of voluntary (done by myself) and involuntary (done by others) control. Use pictures as cues to illustrate each story. Example:

2 boys smoking cigarettes
a person driving a car

Ask students to choose picture that illustrate self-control and place it in correct column on chart.

For students with physical needs:

Students should listen to two vignettes on tape. Their responses should be recorded on tape recorder. Hearing impaired students should view pictures and film illustrating vignettes. Teacher should use sign language to further explain concept. Students can make chart on overhead projector to better attend the task.

For students with social/emotional needs:

Teacher should teach this topic through multi-sensory approach. The students should participate by using a tape recorder, doing role-playing and making a chart. Students should be gathered into an area of the classroom where distractions can be illiminated. Praise should be constant when students participate.

THEME III: SELF-CONTROL
(Grades 8-9)

ANNUAL GOAL: Students will become aware of difficult situations which cause a loss of self-control.

Short Term Instructional Objectives

- Students will differentiate between various situations that may cause the loss of self-control.
- Students will identify some situations that are more stressful than others and may cause a loss of self-control.

Motivation

Ask students to think of the last time they lost their temper. Ask students to identify the situation that caused the loss of self-control.

Problem: When do I lose self-control?

Vocabulary: situations, patience, endure, puzzled, irritable, temper, short, negotiate

Materials: worksheets, experience chart paper

Procedure:

- Teacher tells the students a story or anecdote about an adult who has an enormous amount of patience with children. She is able to endure many questions about the same subject. Each time the adult answers the child patiently. Yet, when an adult imitates similar behaviors in a similar situation, he/she loses patience and self-control.
- Teacher may pose the question, "Why does this happen?" (Any similar anecdote may be substituted.)
- Teacher records the elicited responses on an experience chart.
- Teachers asks the students to discuss any personal situation that affects them in a similar manner.
- Teacher may distribute worksheets. The students must list 10 situations which cause them the loss of self-control. (Teacher may have to limit the amount of situations to 5, due to the short attention span of some of the students.
- Upon completion, teacher may divide the students into 3 groups. A student can be selected from each group. He/she reads a situation which causes them a loss of self-control. Members of another group can offer their solutions to the situation. After several examples the teacher may pose the evaluation question.

Evaluation: Which situations cause you to lose self-control?

Extender:

. Distribute worksheet to the students.

. Students draw pictures of situations which cause them to lose self-control.

. Students present a series of pictures depicting stressful situations. Class votes for the situations which may cause a loss of self-control. (This should be infused with math. Students make a graph of stressful situations and the number of students affected by the situation).

Adaptations: Some students may need to have the worksheet read to them and may have to answer orally.

Role play a situation that causes a loss of self-control.

Have students work on the worksheets in pairs.

Students who have difficulty with writing can paste a smiling face or a sad face next to the picture of the situation that causes a loss of self-control.

For students with academic needs:

Teacher should illustrate anecdote to students by acting out and using pictures as cues while telling story. Responses should be recorded on experience chart and pictures or symbols use as cues. Each student should choose a situation from a box with pre-written vignette and role play situation that causes lack of self-control. Students should verbally give resolutions to situations. Worksheets can be adapted by showing pictures and students must circle pictures that they relate to as situation where they lose control.

For students with physical needs:

Visually impaired students should listen to the story and record their responses on a tape recorder. Hearing impaired students should view film or pictures illustrating anecdote which is told in sign language.

Name: _____

Worksheet

DIRECTIONS: Write 10 situations which cause you to lose self-control.

1. I lose self-control when I _____.
2. When I _____ I lose self-control.
3. I lose self-control when I _____.
4. I lose self-control when I _____.
5. If I _____ I lose self-control.
6. Whenever I _____ I lose self-control.
7. Sometimes when _____ I lose self-control.
8. I lose self-control when I _____.
9. If I do _____ I lose self-control.
10. I lose self-control when I _____.

Name: _____

Worksheet

DIRECTIONS: Write True or False next to each statement.

1. If someone ranks (cracks, disses) on my mother, I lose self-control. _____
2. When someone stares at me, I lose self-control. _____
3. If I ask a question and I do not get an immediate answer, I lose self-control. _____
4. Whenever I don't win a game, I lose self-control. _____
5. A screaming baby causes me to lose self-control. _____
6. Difficult homework causes me to lose self-control. _____
7. If I do not understand something, I lose self-control. _____
8. If I can't get what I want, I lose self-control.
9. People standing close to me causes me to lose self-control. _____
10. Being blamed for something I did causes me loss self-control. _____

THEME III: SELF-CONTROL (Grades 8-9)

ANNUAL GOAL: Students will understand that problems and frustration can be solved without the loss of self-control.

Short Term Instructional Objectives

. Students will identify the benefits of self-control.

. Students will list the possible effects of the loss of self-control.

Motivation

Tell students they are going to see a film about self-control.

Problem: Why Is self-control necessary?

Vocabulary: order, benefit, cooperation, panic, decision, thought, consequences

Materials: film "Animal Farm" by G. Orwell

Procedure: Teacher may ask, "Who can identify the theme of the film?" Teacher can record the elicited responses. Teacher will ask the students to list ten things that they do on their way to school or in school that requires, is governed or influenced by self-control.

Evaluation: Teacher may have the students write a story on the benefits of self-control.

Extender: A bulletin board display of pictures depicting a school with students in control.

Adaptations: Teacher can list (on chalkboard) things that students do that require, is governed or influenced by self-control.

Teacher may have students discuss how they feel when they lose self-control; how they feel when they exercise self-control.

Students may draw pictures showing situations that are stressful and pictures depicting self-control reactions and responses.

For students with academic needs:

Students should view filmstrip "Animal Farm" by G. Orwell. Make wall chart after viewing film stating things that show they are in control. Take students for a walk around the school. Make list of things they do all day that require

self-control. Example, WALK, DON'T RUN IN HALLS, SIT QUIETLY IN LUNCH ROOM, SIT IN LIBRARY READING QUIETLY, DO ERRANDS OR CLASSROOM JOBS. Use pictures as cues for responses. Students can role play some of the responses.

For students with physical needs;

Visually impaired students should listen to pre-taped recordings of students out of control in the school setting (lunchroom, hallways). Students should tape their responses to situations that cause lack of control on tape recorder.

Hearing impaired should view film, filmstrips and pictures of situations depicting self-control. Use manual sign language when describing situations on group walk through hall.

For students with social/emotional needs:

During the hallway walk, students should pretend to walk on an imaginary line. If there is a teacher's aide, class can be divided into smaller group for greater participation, and charts can be prepared at end on walk. Directions should be clear and well defined.

THEME III: SELF-CONTROL

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THEME III: SELF-CONTROL (Grades 8-9)

ANNUAL GOAL: Students will understand that self-control benefits one's self and society.

Short Term Instructional Objectives

. Students will demonstrate the use of self-control in their personal development.

. Students will identify the merits of self-control to society.

Motivation

Tell students they are going to see a filmstrip.

Problem: Is self-control needed in decision making?

Vocabulary: drugs, sex, dating, alcohol, decision, pressure, opinions

Materials: filmstrip "Values for Teenagers in the 70's," Guidance Associates No2-6666-41, filmstrip projector, cassette player/recorder

Procedure:

. Show the filmstrip to the students. Upon completion of the film, teacher will ask, "What were the major issues of the film that require self-control?" Teacher records the elicited responses on the chalkboard.

. Students will list ten (10) examples of physical moments/situations where self-control is needed and ten (10) examples which show the need for emotional self-control.

Evaluation: How does self-control help a person and help society?

Extender: Class may compile a "Track list" of self-control situations.

Students will bring in newspaper articles about crimes relating to topic (eg. a murder committed by a person who did not control his/her temper). Class may visit the court house. Class may visit the local jail. A policeman may be invited to speak to the class. (Teacher should be aware that some of these activities may be emotionally jarring to some students. Teacher should be sensitive to the emotional state of the students).

Adaptations: Some students can draw signs, pictures or posters depicting the moments where self-control is needed on drugs, alcohol, sex, etc.

Other students may cut out pictures from the newspaper and make a collage or scrapbook of situations that are a result of the lack or loss of self-control.

For students with academic needs:

Students should be presented with situations depicting a lack of self-control in photographs, filmstrips and books. Brainstorm concept with students and note responses on chalkboard. Choose situations from chalkboard and have students role play situations in which people have lost control. Have students change the vignette to a more acceptable solution. Chart may be constructed of pictures depicting situations showing potential need for self-control.

For students with physical needs:

Visually impaired students should view oversized pictures of situations where a lack of control is illustrated. They should listen to a "talking book" record of a similar vignette. Students can give different responses to alternate solutions to vignettes by taping them on tape recorder. Hearing impaired should have a highly visual view of situations illustrating a lack of control. A transparency should be made of situations for use with the overhead projector. Film should be closed captioned. An area should be cleared for physically disabled to do role playing and students should be positioned out of chairs if possible for greater use of hands when making collage.

For students with social/emotional needs:

Students should view film as a group. Students should be divided into smaller groups for role playing activities and each group should present their vignette to remainder of class. Role playing should be done in one corner of the room, free from distractions. The use of a large flashlight as a spotlight may be incorporated to keep attention focused.

THEME III: SELF-CONTROL (Grades 8-9)

ANNUAL GOAL: Students will utilize appropriate techniques to solve conflicts in daily living

Short Term Instructional Objectives

- Students will identify the techniques of solving conflicts while maintaining control.
- Students will apply these skills in their daily exchange with peers and adults.

Motivation

Tell students, "Today we will see a filmstrip about anger. See if you agree or disagree with the ways the people in the movie solved their problems."

Problem: Why is self-control important?

Vocabulary: peers, values, independence, jealousy, provoke, conflict, solution, consequences, alternative

Materials: filmstrip "Adolescent Conflicts: Dealing with Anger - Guidance Associates No. 2-6672-41, identifying labels

Procedure:

- Before running the filmstrip, the teacher will divide the class into three groups. One group will record and list conflicts and consequences. The second group will record and list choices. The third group will record and list solutions (how conflicts were solved).
- The teacher shows the filmstrip to the class. When it is completed the teacher may ask, "How many conflicts did you list? How many choices did you list? How many solutions did you list?"
- Teacher asks students from the "conflict team" to choose one conflict. The group recording "choices" reads the possible choices indicated in the movie. The teacher asks the "solution team" what solutions does the situation have?
- Teacher asks students to consider if there could have been other choices and consequences for that same conflict. The teacher records the alternative solutions recommended by the students on the chalkboard under the headings Alternative Solutions and Alternative Consequences and Choices. Teacher will conclude lesson with the evaluation question.

Evaluation: Why is self-control important? The responses can be reinforced orally.

Extender: Write ten reasons why self-control is important to peers, society and yourself.

Note: If the tasks for the Consequences panel is too large the class may be divided into three panels. Conflicts and Consequences, Choices, and Solutions.

Role play various work situations in which the loss of self-control can lead to the loss of a job.

Read the daily newspaper and decide which crimes would have been avoided if self-control had not been lost.

Create a large bulletin board display listing reasons why self-control is important to peers, society and yourself.

Adaptations: For students with reading difficulties, pictures from the newspaper could be substituted for newspaper articles.

For students with social/emotional needs, discuss why self-control is important to peers. The next day discuss the importance of self-control society. The following day discuss the importance of self-control to oneself.

For students with academic needs:

Show film and divide class into two groups; each with a heading: CONFLICTS - what happened, SOLUTIONS - what should have happened. Group I will tell teacher what conflicts/problems they saw in film. The group will then choose some of the choices from responses and role play them for Group II. At the end of each role playing sequence, Group II will offer solutions and members will join the role playing with their solutions. A worksheet should include pictures from the newspaper that illustrate things that have happened because there was no self-control. Students should choose pictures and paste them on worksheet.

For students with physical needs:

Visually impaired students should listen to Talking Book Record or view film very close up to screen. Students will record responses about conflicts on tape recorder. Second group can add to end of responses on tape by adding solutions. Tape can be rewound for further review. Hearing impaired students should view film and respond using written language and manual sign. A highly visual chart can be made of CONFLICTS and SOLUTIONS. Students can role play results of chart activity.

For students with social/emotional needs:

Students should be divided into groups and given specific directions as to what the "Conflict" group should do and what the "Solution" group will do. Students should view film, divide into groups and role play their parts. Students should do role playing sequence in one area of room, free from distractions. Props can be used to motivate such as flashlight spotlight and makeshift stage. Directions for each activity should be given before each step and students should be encouraged to speak or act only when it is their turn.

THEME IV: EFFECTIVE BEHAVIOR

EFFECTIVE BEHAVIOR

INTRODUCTION

Activities in this theme are designed to sum up and tie together the previously discussed concepts. Because of the need for social skills and the handicapping conditions of special education students it has often been necessary to establish specific basic skills such as: proper communication, problem solving, self-control and an awareness of the self. These skills, as addressed in this guide, have been repeated and simplified to meet the needs of students with all types of handicapping conditions.

In this evaluation unit, the student's mastery of skills detailed in the previous units are tested. Students are given an opportunity to reexamine and reevaluate each of those concepts. Many different modalities of learning will be presented to assess how well the students have mastered these socialization skills. Socialization is an on-going process which is not easily taught in a single lesson.

THEME IV: EFFECTIVE BEHAVIOR (Grade 6)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objectives

. Students will understand that girls and boys can be friends.

. Students will understand that both men and women can act effectively in the same roles.

Problem: Can you understand the effective behavior of Joe and Jeri?

Vocabulary: friendship, athlete, score, male, female, admire, tomboy

Materials: worksheet "Story About Joe and Jeri"

Procedure:

. Distribute worksheet, "Story About Joe and Jeri" to the students.

. Have the students take turns reading the story aloud.

. Have the students answer the following questions from the chalkboard.

1. Can you tell which sex is Joe or Jeri? If you can, how?
2. Do you think Jeri is a boy? Why?
3. Do you think Joe is the kind of person who has many friends? Why? Why not?
4. Do you think it matters if a female is a good athlete? Why? Why not?
5. Do you know any girls who are really good athletes? Tell about them.
6. Name some famous women athletes?
7. Do you know of any girls and boys who are friends?
8. What does the expression "tomboy" mean? Do you think Jeri is a "tomboy?"
9. Do you admire any boys who are excellent students? Why do you admire them?
10. Do you think that you could have a friend of the opposite sex? Why? Why not?

Evaluation: Give out magazines. Have the class look for pictures of men that are doing jobs in the roles that were stereotyped as a woman's job and visa-versa.

Extender: Make a bulletin board display entitled "You've Come A Long Way Baby." Have the students find and mount pictures of men and women doing the same jobs. Examples - plumbers, policeofficers, teachers, astronauts, doctors, firefighters etc.

Have students choose a job that is generally identified with the opposite sex and write a paragraph detailing why they or another person of their sex can do that job.

Example: Nursing is usually identified as a job for a women. A male student would write about why he is qualified to do that job.

Teacher arranges for guest speakers to visit school. Police woman, male nurse, female construction worker, woman mail carrier, male secretary.

Adaptations: Teacher should be aware of students who have difficulty reading aloud.

For students with academic needs:

Read story of Joe and Jeri to students accompanied by pictures of objects that are mentioned in story (basketball, telephone). Have students role play story and have students decide whether Jeri and Joe are male or female, whether or a male or female could play either role. Show pictures of males and females doing a variety of jobs.

Students with physical needs:

Visually impaired students should listen to a tape recording of story. These students can be presented with objects that are used in jobs that both males and females can do.

Hearing impaired students should have short story manually signed to them and should also be presented with visual approaches such as filmstrips, pictures. Students can use manual signing in role playing activity.

For students with social/emotional needs:

Students should be encouraged to participate in a multi-sensory approach to lesson such as films, pictures, role-playing and arts and crafts. Students should be divided into smaller groups for greater participation and more structure, each group lead by an adullt.

Name: _____

Worksheet

Story of Joe and Geri

Joe and Jeri are best friends. Joe always calls for Jeri on the way to school. Jeri always waits for Joe after school. When they come home, they go their separate ways, but they always speak to each other on the telephone in the evening.

Jeri is an athlete and is on the basketball team at school. Joe always cheers when Jeri scores points. When Jeri was named "Athlete of the Year" at school, Joe was so proud!

Joe is an "A" student. Whenever there is a test Joe gets a very good mark. Sometimes Joe helps Jeri with their school work. Sometimes Jeri helps Joe with basketball. After all, that's what friends are for!

THEME IV: EFFECTIVE BEHAVIOR (Grade 6)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objectives

. Students will become aware that helping others can make them more effective people. They will be able to see how Martin Luther King's life changed because he was willing to help others.

. Students will cite times when they helped others.

Problem: How did helping others make Martin Luther King Jr. a more effective person? How can helping someone else make you a more effective person?

Vocabulary: boycott, familiar, Birmingham, Alabama, nonviolent

Materials: worksheet "The Story About Martin Luther King, Jr. and Rosa Parks

Procedure: Read the story in the class. Ask the following questions about the story.

1. Why didn't Rosa Parks give up her seat that day in Birmingham?
2. Why did Martin Luther King decide to help her?
3. Did King have to help Ms. Parks and the other people who rode the buses?
4. How did King's helping Ms. Parks change his life?
5. Do you think Martin Luther King would be alive today if he had not become involved in the boycott in Montgomery? Explain your answer.
6. If you were Martin Luther King, would you have helped Ms. Parks? Why? Why not?
7. How do you think Martin Luther King felt the day he got on the bus in Montgomery and sat next to his white friend?
8. Did helping Ms. Parks make Dr. King a better person? Explain your answer.

Evaluation: Have the class think of a time when they helped someone else. They could be young or old, family or friend. Write about this time and how they felt after they helped the person.

Extender: Have the class volunteer to help each other in the early morning. Peer tutoring may be used.

Name: _____

Worksheet

The Story About Martin Luther King and Rosa Parks

The story of Rosa Parks, the black seamstress who would not give up her seat to a white person in Birmingham, Alabama in 1955 is familiar to all. After she refused to get up and give up her seat she was arrested and sent to prison. A young black minister named Rev. Martin Luther King, Jr. had just come to Birmingham to be the minister of the Abyssinia Baptist Church.

When King heard about the arrest of Ms. Parks he decided to help her and the other black people in Birmingham, Alabama by organizing a bus boycott. A boycott is a protest where people refuse to use a store or service. The boycott was to be nonviolent. King and others made sure that no black people rode on the buses. He helped many people that he did not know because he was willing to step forward and be a leader.

After a year when very few people rode the buses, the bus company agreed to Dr. King's requests and the company allowed black people to sit anywhere that they wanted to. Dr. King and a white friend sat side-by-side on the bus the next day.

By helping someone that he did not know, Dr. King made life better for the black people of Birmingham, Alabama and for black people across America as well. From then on he was known as a person who could be depended on. He became well known because he was willing to give his time to help others. He was awarded the Nobel Peace Prize on behalf of his efforts for the poor people in America.

THEME IV: EFFECTIVE BEHAVIOR (Grade 6)

ANNUAL GOAL: Students will understand the importance of being on time.

Short Term Instructional Objectives

- Students will understand the importance of coming to school daily.
- Students will realize that coming to school every day will help them to become more effective in later life.

Problem: Why is coming to school every day so important to your future?

Vocabulary: reflect, attendance, responsible

Materials: Worksheets

Procedure:
- Ask the class how daily attendance can reflect on their future careers.
- Why is it important to come to school daily?
- Why is it important to go to work daily? (Elicit from the class the necessity to build a sense of responsibility for now and the future.)
- Ask the class to fill in worksheets. Then spend some time discussing the answers.

Evaluation: Why is coming to school daily so important to your future?

Extender:
- Have the class write five reasons why people may be absent from their jobs? How can attendance be improved on the job?
- Tell one thing that will make you more effective in school and also in later life.

Name: _____

Worksheet

Excuses for Being Absent from School

	Acceptable	Doubtful	Oh no!	Can Teacher Accept This?	Why?
1. Sick with a sore toe.					
2. Had a fight with my sister (brother).					
3. Missed the bus (train).					
4. Stayed home with my baby sister (brother).					
5. Death in the family.					
6. It's too hard to go out in the snow (rain, sleet).					
7. Went to sleep late. I'm tired.					
8. Have to finish my Christmas (Easter) (Summer) shopping.					
9. Went to the doctor (dentist).					
10. Met some friends and decided to fix a car.					

Name: _____

Worksheet

Excuses for Being Absent from Work

	Acceptable	Doubtful	Oh no!	Can Employer Accept This? Why?
1. Sick with a sore throat.				
2. Had a fight with my wife (husband).				
3. Had a flat tire, Couldn't start my car.				
4. Had a fight with my mother-in-law.				
5. It's too nice to be inside today!				
6. Went to my _____'s funeral.				
7. My wife (husband, child) is in the hospital.				
8. I'm going to China, (Africa, Outer Space.)				
9. I have to help my cousin, (aunt, uncle) move.				
10. It's too cold, (hot, rainy, snowy).				

THEME IV: EFFECTIVE BEHAVIOR (Grade 6)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objectives

- Students will understand some of the factors that make their behavior disagreeable to others.
- Students will identify and discuss behaviors that make other dislike them.

Motivation

Teacher states, "Think about someone you really like. Try and think of one thing you don't like about that person.

Problem: What are some things people do that make others dislike them?

Vocabulary: peeve, trait, sulk

Materials: Worksheet

Procedure:

- Review vocabulary, peeve, trait sulk.
- Ask students to think about "Ways in which people make others like them" Teacher writes responses on the chalkboard.
- Ask what don't you like about other people? Teacher writes responses on chalkboard.
- Would you like others to like you? Perhaps if you discover what you don't like about other people, you can correct these traits in yourself.
- Distribute worksheet to the students.

Evaluation: How can answering the questions on Worksheet make you more agreeable to others?

Extender: Take two of the "peeves" listed and write how you can change them to positive values.

Adaptations: Teacher should be aware of the population in the classroom. Synonyms may have to be used to identify given vocabulary.

For students with academic needs:

Teacher should motivate students by enacting things that might make a person like or dislike them. Students should identify which actions make people like them and which do not. Make chart on posterboard:

YES NO

People who complain

People who fight

People who help others

Students can then role play situations that they feel make people like or dislike them. Students can reinforce lesson by making a collage of pictures.

For students with physical needs:

Visually impaired students should listen to teacher or listen to pre-taped versions of a person doing things that make people like or dislike them. Students can chart responses on 2 tape recorders, one for positive behaviors and one for negative behaviors. Hearing impaired should participate in making a highly visual chart of behaviors. Teacher and students should use manual signing when role playing.

For students with social/emotional needs:

Students should be grouped into smaller groups for greater participation. Each group should receive a structured activity to role play and each group should present their chart to whole group. When doing lesson, students should be seated in a semi-circle facing one area (wall) for greater attention to task. Role playing area should be defined as a "stage". Students should receive a multi-sensory approach to lesson with different modes in one lesson: Use of chart making, role playing, small grouping. Use visual aids such as a spotlight on role playing.

Worksheet

My Pet Peeves About Other People

	Bearable	Dislike	Hate	Grr
1. People who are bossy.				
2. People who "crack" on others.				
3. People who gossip or talk about others behind their backs.				
4. People who complain about others.				
5. People who won't help each other.				
6. People who fight.				
7. People who curse.				
8. People who put others down.				
9. People who blame others.				
10. People who lie.				
11. People who steal.				
12. People who make excuses.				
13. People who sulk.				
14. People who can't accept criticism.				

THEME IV: EFFECTIVE BEHAVIOR (Grade 6)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objectives

. Students will discuss their effectiveness.

. Students will measure their effectiveness.

Motivation

Teacher asks, "Does anyone know what a survey is? Has anyone ever been part of a survey?"

Problem: How do I rate myself as an effective person?

Vocabulary: attempt, tally

Materials: Worksheet

Procedure: . Ask, "Do you think you are an effective person? Have students raise their hands if they think they are." Say, "The majority of the class thinks they are. Let's see how effective you really are."

. Distribute worksheet to students.

Evaluation: Do a tally on how each question was answered. See if the students agree with most of the answers.

Extender: Make a bulletin board display of the results of the student evaluations. Use a bar graph to compare and show differences and results.

Have students choose one of the behaviors on the worksheet that needs to be improved. Students will write a short paragraph telling "what they can do to improve this behavior".

Adaptations: Teacher may have to limit the amount of questions on the worksheet to meet needs of some MIS II students who have short attention abilities.

For students with academic needs:

Do a brainstorming technique with students using "effective" as the cue word. Write word on board and ask students to say words that come to mind. Example:

"Effective"

Nice	Listener
Neat	Loyal
Worker	Truthful

Students should then view pictures of "effective" people: someone helping family, doing their homework, keeping a neat room etc. Students should be grouped to enact different situations and group can "vote" on whether situation depicts effective behavior or not. Worksheets should be read to class and tally taken by teacher.

For students with physical needs:

Visually impaired students can do brainstorming technique but should be presented with oversized pictures. Responses should be taped on a tape recorder. Hearing impaired students should be presented with a highly visual view of effective behavior such as large pictures, filmstrips. Worksheet should be presented on an overhead projector for better attending and tally should be noted on acetate sheet of overhead. Role playing should be done with manual signing. Students with needs in the area of grapho-motor skills should give verbal responses to worksheet.

Students with social/emotional needs:

Students should do brainstorming technique as a group, but should be divided into groups for worksheet activity. Each group should be given a different vignette to role play for greater participation. Each group should present their worksheet tally to class and visual aids such as the overhead projector can be used for better attending.

Name: _____

Worksheet

How Effective Am I?

	ALWAYS	SOMETIMES	NEVER
1. I think I'm a pretty nice person.			
2. I get along with my family.			
3. I try to do good work in school.			
4. I dress nicely when I come to school.			
5. I try to remember "tomorrow is another day."			
6. When I get in trouble, I tell the truth about what happened.			
7. I make fun of my classmates.			
8. I hand in my work neatly and on time.			
9. When I am asked to do a job at home or school, I complete it to the best of my ability.			
10. I try to be responsible to my teacher and other classmates.			
11. I help my classmates when they run into trouble with others.			
12. When things don't work out the way I want them to I accept whatever happens.			
13. I listen to my teacher before I answer.			
14. I keep my cool when I am upset or angry.			
15. I curse or scream when I am angry.			
16. I am stubborn. Nothing can change my mind.			
17. I like to be the center of attention.			
18. I am loyal to friends.			
19. Everyone trusts me.			

	ALWAYS	SOMETIMES	NEVER
20. I feel bad when my best friend is upset.			
21. When I see something that I like, but can't afford it, I steal it.			
22. I talk about my friends behind their backs.			
23. I am proud of where I live.			
24. I lose self-control when I am angry.			
25. I wear dirty clothes to school.			
26. I drink beer at 9:00 am.m to make me feel confident about myself.			
27. When I get upset, I won't talk about what's bothering me.			
28. A good way for me to get attention is to throw my books down when the room is quiet.			
29. When mom and dad fight, I get scared.			
30. I think that members of the opposite sex can be friends.			
31. I think women should stay out of men's jobs.			
32. When I help anyone I feel good about myself.			
33. I think I have a good life.			
34. I come to school on time and always ready to work.			
35. I only stay home when I am sick.			

THEME IV: EFFECTIVE BEHAVIOR (Grade 7)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objectives

- Students will identify how external influences affect them.
- Students will use vocabulary words "affect" and "effect" appropriately.
- Students will detail and discuss how outside resources can make them more effective.

Problem: What is the difference between the words affect and effect?

Vocabulary: effect, affect, reliable, provoke

Materials: dictionary

Procedure:

- Have the class look up the definitions of the words affect and effect.
- Ask the students to list some of the things or people which affect your life? Have the class answer this question and elicit from them the following responses:

  family,
  friends,
  moods and feelings (emotions),
  people you meet in your everyday life,
  neighborhood.

- Ask the students how the things that affect them make them a more effective person?
- Make up the following chart and have the students place the phrase that illustrates effective behavior next to each situation.

  Your teacher says he will come early to give you extra help in mathematics. You are there.

  You are angry because someone has said something nasty to you. You want to punch the person, but you control yourself.

  Some people that you know are going to jump a car and go for a ride. They ask you along. You refuse.

Your mother says you have to watch the baby. You have fun with him.

Your neighborhood is forming a patrol to help older people get to and from the stores. You join.

Phrases are:

improve future with better education,
show maturity in a provoking situation,
honesty,
reliable,
responsible,
kind and considerate.

Evaluation: Have the class think of other situations that will affect their lives and make them a more effective person.

Extender: Students may make a booklet showing effective behavior with at least six pictures cut out from magazines.

THEME IV: EFFECTIVE BEHAVIOR (Grade 7)

ANNUAL GOAL: Students will be able to identify behaviors that help them to become effective people.

Short Term Instructional Objectives

- Students will discuss how giving and receiving trust will make them more effective people.
- Students will discuss the concept of trust.

Problem:

- How can I get my classmates to trust me?
- Why should my classmates trust me?
- Why does trusting someone make both you and them feel good about each other?
- How can trusting others make me a more effective communicator?

Vocabulary: trust, suspicious

Procedure:

- Ask the students, "What does it mean when you trust someone?"
- Who are some of the people you trust? (family, friends, police)
- In what cases do you trust a stranger with your life? (On bus, train, airplane). (Being taught how to ride a bicycle, jump out of an airplane, swim, drive, fly).
- How does a mother show trust in her children?
- How do husband's or wives show that they trust each other?
- Why do you trust your teacher?
- Does trust only involve handling money? Why? Why not?
- How can you make people trust you?
- Why would you want people to trust you?

Evaluation: Why does trust make you a more effective communicator?

Extender: Have the class write an essay persuading their mother to trust them to stay alone in the house or let friends sleep over for a weekend while their parents are away.

Have students role play situations involving trust.

Adaptation: For students with academic needs:

Present students with pictures of people they may trust (policeman, mother, family, friends). Show scenes of trust being displayed: baby with mother, driver and bus, nurse with patient. Have students role play scenes of trust. Have students make chart entitled "TRUST" with collage of pictures.

For students with physical needs:

Present visually impaired with over-sized clear pictures of people or present them with "community" figures. Have students tape on a recorder their responses to "trust." Present hearing impaired students with a visual view of scenes of trust. Show filmstrip, pictures, "community" figures. Teach manual sign language for "trust" and have students use sign language for role playing. Present film and pictures at low height so that students in wheelchair can easily see it.

For students with social/emotional needs:

Present students with a multi-sensory approach to concept of "trust" using filmstrips, "community figures," arts and crafts charts, role playing, listening sequences. Group students in smaller groups for chart work and keep role playing sequence in an enclosed, structured area of room for better concentration and attention to task.

THEME IV: EFFECTIVE BEHAVIOR (Grade 7)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objectives

. Students will decide whether helping others in a serious or dangerous situation will make them more effective people.

. Students will analyze and discuss their feelings about becoming involved.

Motivation

Teacher presents a situation. You are home alone, it is 6:00 p.m., you hear a scream from the street. What would you do?

Problem: Why will helping others make me a more effective person?

Vocabulary: dangerous, serious, situation, personal, involved, victim, witness

Materials: Worksheet

Procedure:

. Read the "Story of Kitty Genovese" with the class.

. Have students answer the questions on Worksheet.

. Divide the class into groups of two. One student is the victim. The other student is the murderer. Remind students that they are the people watching the murder out of the window. Role play the situation. Change roles and have a few of the students act the part of the victim. Ask the students playing the part of the victim how they feel when they realize no one is coming to thelp them.

Evaluation: Give the class a choice of the following scenerios to see how they feel about getting involved:

- Two children fall into thin ice on the bay. You are looking out of your window. You can call the police, run out with a pole, or close the window and forget the whole scene. What will you do that proves you are an effective and caring person?

- A child has fallen on the subway tracks. You and his mother are alone at the station. He is very frightened. He just lies there. You know a train is due any minute. You can point at him and yell, walk away or run to the ticket booth and call the conductor. Which would an effective person do? Why?

- You see someone push an old lady to the ground in order to steal her purse. You think, "That could be my grandmother!" Without thinking, you run over and punch the guy. You are a hero! How do you feel?

Extender: Have the class cut out a current events article that shows how someone helped another person in trouble.

Have students role play a situation where they either can become involved or not. Discuss the two outcomes.

Adaptations: Teacher should be aware of the social histories of their students. Role playing a murder may be too much for some students.

For students with academic needs:

Present students with pictures to use as cues for each scenerio. Students should be divided into groups and each group should do a role playing sequence. Students should choose a picture that depicts a person helping another. Each group should make a chart of pictures depicting helping situations.

For students with physical needs:

Visually impaired students should be grouped, each with a tape recorder containing a scenerio of a situation where one person helps another. Students should discuss scenerio. Present hearing impaired with pictures, filmstrips of helping situations. Students should role play using manual sign language. Area should be cleared for students in wheelchairs so that they can participate in role playing.

For students with social/emotional needs:

Lesson should be highly structured with directions and cues given one at a time and clearly. Students should be presented each step of lesson only with materials they need for that part of lesson. Group students so that each can easily participate in role playing, chart making. Classroom should be structured so that students can sit in groups and attend to their group activity without distraction.

Name: _____

Worksheet

The Story of Kitty Genovese

Kitty Genovese was a Queens woman who was stabbed and killed in her own neighborhood. She screamed for help. Many neighbors heard her and looked out of their windows. No one went to help her or to call the police. The killer had started to leave while she was screaming, but when no one went to help her he went back and stabbed her many more times. When someone finally called the police, they arrived to find her bleeding to death.

What would you do if you were one of the people who heard Kitty scream?

Would you leave her outside to die?

Would you be in any personal danger if you called the police?

Would it be advisable to try and fight someone with a knife?

Do you remember a lesson that asked you to put yourself in the place of someone getting hurt? Do you think that the neighbors who stood by and watched Kitty Genovese being killed put themselves in her place?

When asked by the police why they did not help her, most neighbors said, "They did not want to get involved!" Would a person who just called the police be involved as a witness to a murder?

How do you think these people who did not want to get "involved" would feel if the person who was being attacked was a member of their family?

Do you think the people who stood by and did nothing to stop that murder felt ashamed when they realized they might have prevented the murder by a single telephone call to the police?

Are the people who did not call accomplices?

Can you put yourself in the place of the woman? The neighbors?

THEME IV: EFFECTIVE BEHAVIOR (Grade 7)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objective

Students will understand that getting along and helping others will make them more effective people.

Motivation

Teacher asks, "How many students have after school jobs? Does anyone have difficulty getting along with their co-workers?

Problem: Why is getting along and helping others so important?

Vocabulary: hygienist, employer, secretary, bookkeeper, specific

Materials: Worksheet

Procedure: Distribute worksheet to the students. Review vocabulary. Have students identify vocabulary by giving oral sentences for each words.

. Distribute worksheet Part I, "Getting Along with Others on the Job". Teacher should review each job to be sure the students understand the concept of each job.

. Distribute worksheet Part II.

Evaluation: Why are people happier when they get along with their co-workers?

Extender: Write two things that you can think of that will make it easier for people to work together.

Adaptations: Teacher may have to distribute only one worksheet.

For students with academic needs:

Present students with pictures of people doing the different occupations stated on worksheet. Students should role play the interaction between doctor - nurse, motorman - conductor. Students should show how these people help each other. A chart should be made with pictures under each heading and a word labelling the things each person does. Students should also role play the opposite side showing these people not getting along and what might happen. Students who cannot write sentences on the worksheet should verbally answer sheet and teacher should put key words on sheet.

For students with physical needs:

Visually impaired students should be given objects that represent certain occupations to use as cues. Example: stethescope, thermometer, typewriter, notepad, napkin. Ask students to identify occupation and ask them to tell how each person helps another and record responses on tape recorder. Hearing impaired should receive a highly visual view of people working in different occupations by using films, filmstrips, pictures, manual signing. Physically disabled students who have difficulty using writing instruments should give worksheet responses verbally.

For students with social/emotional needs:

Students should role play highly structured role playing vignettes which have been created with student input. Students should participate in a multi-sensory approach to lesson using visual aids, role playing, arts and crafts, worksheets.

Name: _____

Worksheet

Getting Along with Others on the Job

Part I

How do people in these different jobs help each other? Write at least two sentences to answer each question.

1. Teacher, Guidance Counselor

2. Doctor, Nurse

3. Dentist, Hygienist

4. Employer, Secretary, Bookkeeper

5. Stock clerk, Salesperson

6. Waiter/Waitress, Busperson

7. Motorman, Conductor

8. Busdriver, Mechanic

9. Pilot, Co-pilot

10. Engineer, Construction Worker

Part II

If these people didn't get along with each other, how would their job be more difficult? Give specific answers for each of the ten categories.

1. Teacher, Guidance Counselor

2. Doctor, Nurse

3. Dentist, Hygienist

4. Employer, Secretary, Bookkeeper

5. Stock clerk, Salesperson

6. Waiter/Waitress, Busperson

7. Motorman, Conductor

8. Busdriver, Mechanic

9. Pilot, Co-pilot

10. Engineer, Construction Worker

THEME IV: EFFECTIVE BEHAVIOR (Grades 8-9)

ANNUAL GOAL: Students will become aware that outside influences affect behavior.

Short Term Instructional Objectives

. Students will understand that the changing sexual roles of men and women can effect their lives in a positive manner.

. Students will understand that careers should be chosen based on preferences, not on stereotypes.

Problem: How can changing sexual stereotypes help to make you a more effective person in today's society?

Vocabulary: stereotype, sexual, reverse, steward/stewardess, career

Materials: pictures from magazines and newspapers showing male doctors, dentists, lawyers, pilots, astronauts, policemen; pictures of females showing secretary, nurse, housewife, stewardess

Procedure: . Give the following riddle to the class and have them guess the answer:

. A boy is in an automobile accident with his father. The father is killed. The boy is rushed to the hospital. The doctor comes out and says, "I cannot operate on the boy because he is my son." The doctor is a _____. (male, female)

. Prepare the following statements, fold them and place them in a tissue box. Everyone is to take one out of the box. After a few minutes for preparation everyone in the class is to complete the statements they have chosen.

1. A male doctor is better because _____.
2. Female doctors make me feel _____.
3. I go to a male dentist because _____.
4. Female dentists would _____.
5. When I saw that my lawyer was a woman I _____.
6. Male lawyers know the law better because _____.
7. The pilot walked out of the control room and it was a woman. I _____.
8. Sally Ride (the female astronaut) made me proud because _____.
9. If I was a policeman and I found myself with a female partner I would _____.
10. After my operation I saw a man in white giving me my medicine. He wasn't a doctor as I thought; he was a nurse. I felt _____.
11. Could that be the pilot of the airplane serving drinks? When I found out he was the steward I was surprised because _____.

12. "The secretary could take shorthand and type 150 words per minute (WPM)", said Mr. Jones. I was shocked when he introduced John Smith, as the secretary because I thought _____.

13. "That dinner was the best I ever had," said Mr. Jones to his hostess Mrs. Hill. "Oh," said Mrs. Hill, "I never cook. That meal was prepared by my husband." Mr. Jones said, _____.

Evaluation: If a boy is offered a job as a cook and he accepts it because he enjoys the work and if a girl becomes a truck driver because she enjoys driving the open road, have they made effective choices?

Extender: Have students make a list of occupations that can be equally and effectively done by both sexes. Make a list of the jobs that can be done by persons one sex or the other.

Adaptations: Present students with objects that symbolize certain occupations. Example, a stethescope, hammer, construction hat, police hat, typewriter, a pilot's jacket. Also, present students with large classroom figures of a male and a female. Ask students to place objects on figure who might do these occupations. Note whether students are putting some objects only on male figures and some only on female figures. Read the "statement" page and ask students to complete sentence verbally. Emphasize that objects symbolize occupations can be used by both males and females. Present students with filmstrips that show people doing different occupations (both males and females). Have students make a collage of occupations that each would be interested in doing one day.

For students with physical needs:

Visually impaired students should have an opportunity to manipulate and explore objects associated with occupations. Students can use tape recorder and tape their responses to "statement" page so that tape can be rewound to review answers. Hearing impaired students should be presented with a visual view of persons doing different occupations by using filmstrips, large pictures and objects that symbolize the occupations. Responses to worksheet can be done in manual sign language.

For students with social/emotional needs:

Students should be divided into smaller groups for greater participation in multi-sensory activities. Students should role play different occupations, should view filmstrips, manipulate objects related to occupations and make an art collage.

THEME IV: EFFECTIVE BEHAVIOR (Grades 8-9)

ANNUAL GOAL: Students will identify behaviors.

Short Term Instructional Objectives

. Students will discuss that understanding anger will make them become more mature.

. Students will learn what effective behavior is.

Problem: How will controlling my temper make me a more effective person?

Vocabulary: temper tantrum, situation, calm, foul, irate

Materials: filmstrip "Adolescent Conflicts Dealing with Anger," Guidance Associates No. 2-6672-41

Procedure: Show the filmstrip "Adolescent Conflicts Dealing with Anger." After the filmstrip is finished, ask the following questions:

1. What are some situations that make you lose your temper?
2. What do you do when you lose your temper?
3. When you calm down, are you proud of the way you've behaved?

Present the class with the following jingles about people. Tell the students that they are employers who want to hire someone for a job. Would you hire these people? Why? Why not?

Foulmouth Fred

When Foulmouth Fred gets angry or mad,
He yells and screams words most bad.
His language is dirty and so is his mood.
Here's a young fellow who's definitely rude.

Tearful Tanya

When Tearful Tanya becomes irate,
See those tears come at an alarming rate.
No one knows why she's uptight.
Her tears surely won't make things right.

Angry Arnie

Angry Arnie's a man most strong.
When he gets angry, say so long.
Anything he can read gets tossed away.
I can't tell you all he's lost just today.

Procedure: (continued)

Loud Lenny

Loud Lenny like a lion roars.
Most people he really bores.
He handles anger most violently.
I sure don't want him close to me.

Stamping Stella

When anger attacks, Stella will stamp
Her feet like an army will tramp.
She's so noisy and loud,
She sounds like a great big city crowd.

Do you know any people like those in the jingles? Would any boss want them working fin their store? Why? Why not?

Evaluation: What inappropriate behaviors can you see in the jingles? Given the behavior in the jingles, how can you control your anger?

Extender: How can you correct the behavior in the jingles? Do so.

THEME IV: EFFECTIVE BEHAVIOR (Grades 8-9)

ANNUAL GOAL: Students will become effective people through their ability to identify and express their feelings.

Short Term Instructional Objectives

. Students will identify feelings through their interpretations of facial expressions presented on masks.

. Students will use art materials to express emotions.

. Students will express their feelings.

Motivation

Teacher presents several pictures of clown faces each expressing a different emotion.

Problem: What can facial expressions tell us about a person's feelings?

Vocabulary: expression, facial, ecstatic, miserable

Materials: large paper bags, construction paper, drawing implements, glue, scissors, scrap material

Procedure: . Ask students to make facial expressions that illustrate each of the following situations:

feeling angry because my friend did not meet me at the store as she was suppose to.
feeling really happy and excited because I got just what I wanted for my birthday.
feeling miserable because my mother is angry with me.
feeling sad because my best friend moved away.
feeling happy because I got a good report card.

. Give students art material. Have two students help each other to cut out the eyes in the proper place. Then have them choose one emotion that they want to show.

. Help the students to create the proper expression on the paper bags using the art materials. Teacher may want to add more sophisticated art material when making masks. Example, papier mache.

. After they are finished, display the mask and have the other students decide on which emotion is pictured.

Evaluation: Have students realize that people in different parts of the world use masks for different reasons. Try to find the reasons for some of them.

Teacher presents several pictures expressing emotions. Have students identify each feeling and list it on paper. After each picture, teacher and students will discuss their answers in detail.

Extender: Students will select a mask and act out the emotion expressed on the mask.

Adaptation: Teacher should be aware of management needs of Mis I and Mis II students. Materials such as scissors may have to be closely supervised.

For students with academic needs:

Present students first with clear pictures depicting emotions. Ask students to identify emotion in pictures and label each picture. Classify pictures into 2 charts, one showing happy emotions, the other showing sad emotions. Ask students to role play one emotion. When making masks, students can use pictures as a guide to design their "emotions".

For students with physical needs:

Visually impaired students should listen to situations that cause a person to show an emotion. When making masks, students can touch face of a partner to better envision the expression they intend to use. Teacher may need to give hand over hand assistance to these students. Hearing impaired students should receive highly visual view of emotions by seeing pictures, filmstrips, learning manual sign for each emotion. They should have a picture to use as a guide. Physically disabled may need assistance with cutting out masks because of poor fine motor control. These students should use adapted scissors for easier cutting and shoul;d be positioned in standing boxes, on prone boards or at cut-out tables which would all free their arms and hands for more complete movement.

For students with social/emotional needs:

Activity should be highly structured so that students stay on task. Students should be placed in one area closely facing pictures of emotions. Students should be split into smaller groups with supervision for mask activity. Materials should be presented one at a time as each are used and students should be closely supervised when using scissors, drawing implements. After completion of masks, students should role play emotion depicted on their mask and receive praise for the ability of expressing their emotions in an acceptable way.

This lesson has been adapted from DLM Lin Services 1983, #75002, Arts for Learning.

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